

WOODROW WILSON

Academy Classics for Junior High Schools

EDITED BY STELLA S. CENTER

---

# GREAT SPEECHES

SELECTED AND EDITED

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ALLYN AND BACON

BOSTON

NEW YORK

CHICAGO

ATLANTA

SAN FRANCISCO

DALLAS

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Norwood Press  
J. S. Cushing Co. — Berwick & Smith Co.  
Norwood, Mass., U.S.A.

## PREFACE

*The Material in the Book.* — The speeches in this book have been selected with the definite purpose of appealing to students of the junior high school. While making her selection of material, the editor read thousands of speeches, resolutely excluding many which were excellent in themselves, but unsuited to the junior high school because too mature.

Many of the speeches included in this book are selections from longer speeches. In shortening the original, the editor has been very careful to preserve both the wording and the spirit.

While some of the selections are classic favorites, such as Patrick Henry's *Liberty or Death*, and Lincoln's *Gettysburg Address*, which are included because they ought to be known to every one in America, more than three fourths of the speeches are new, having never before been published in a school edition.

The editor has endeavored to avoid as much as possible the theme of war, and to foster the love of peace and friendly relations between America and other countries; and to include such a diversity of material as will engage the interest of the student, and illustrate the great widening of the field in which the making of speeches is a social power. The list includes not only the speeches of statesmen, but also those of business men, after-dinner speakers, scientists, and educators.

## Preface

*Treatment of Material.* — There are four distinctive features in the treatment of the material:

1. The speeches are related directly to the activities of the students, who are directed to something which they themselves can do in the way of making speeches.

2. The original settings of many of the speeches are given, that is, the time, the place, the occasion, with an account of the persons present and the happenings, so that the students may if they wish dramatize with historical faithfulness the events of which the speeches are the center.

3. Suggestions are given for a large number of assembly programs suitable for many patriotic and other occasions which are celebrated in schools, such as Washington's Birthday, Flag Day, and the Fourth of July.

4. The explanatory material is written for junior high school students, in words whose meaning they already understand. The appendix contains helps and explanations sufficient to make the book useful in schools not equipped with libraries.

It is hoped that through the reading and study of the speeches in this book, the student will be led to a permanent interest in the rich field of speeches, especially those of America, which form a notable part of our literature, and through which can be learned, perhaps better than through any other means, the principles underlying our American institutions, and the spirit of friendly coöperation with other nations.

E. W. B.

## ACKNOWLEDGMENTS

FOR permission to republish the selections included in this book of speeches, the editor wishes to acknowledge numerous courtesies received from authors and publishers. Thanks are due to the following:

The Yale University Press, for the speech on education from *Baccalaureate Addresses*, by Dr. A. T. Hadley; Houghton Mifflin Company, by special arrangement, for the two extracts from Dr. Charles W. Eliot, taken from *Training for the Effective Life*; the Holland Society of New York, for the speech of Dr. Henry van Dyke, *The Typical Dutchman*; Mr. Chauncey M. Depew, for his two speeches, one at the unveiling of the Statue of Liberty, the other at the dinner in honor of Mr. Choate's eighty-fifth birthday; the Pan-American Union, for the speeches of Roosevelt, Root, and Carnegie, made at the laying of the cornerstone of the Pan-American building in Washington, for the speech of Ignacio Calderón, Minister from Bolivia, and for the speech of Carnegie entitled "*War the Mother of Valor and Civilization*"; G. P. Putnam's Sons, for the speech of William Cullen Bryant at the unveiling of the statue of Shakespeare in Central Park, New York; Doubleday, Page and Company, for the speeches of Walter Hines Page, one taken from the book, *Rebuilding Old Commonwealths*, the other made at a dinner in London on the



## Acknowledgments

Fourth of July, 1917, and for the portrait of Mr. Page; the Gregg Publishing Company and Mr. H. C. Spillman, for the speech on *The Larger Significance of the Invention of the Typewriter*, taken from Mr. Spillman's book, *Making the Business Speech Effective*; the Commonwealth Club of California, for the speech of Herbert Hoover on *The Colorado River*; Mr. Will H. Hays, for his speech on aviation; the Century Publishing Company, for the speech of Joseph Choate in honor of Florence Nightingale; Frederick A. Stokes and Company, for the two speeches of Franklin K. Lane, *Makers of the Flag* and *The Unconquerable Soul*, both taken from the book, *The American Spirit*, copyright, 1918; Sir William H. Bragg, for the two speeches on sound and atoms, taken from his book, *Concerning the Nature of Things*; Mr. John Skelton Williams, for his eulogy on Lee; the New England Society of New York, at whose annual dinner it was made, and the Trustees of the Estate of Samuel L. Clemens, Mark Twain Company, and Harper and Brothers, publishers, for the speech of Samuel L. Clemens, *New England Weather*, from *Mark Twain's Speeches*; the New England Society of New York for the speech of Bartholdi; Dr. David Starr Jordan, for his speech in honor of Luther Burbank; the Beacon Press, by special arrangement, for the speech of Dr. David Starr Jordan on education, taken from his book, *The Call of the Twentieth Century*; Charles Scribner's Sons, for the speech of Roosevelt on courage, from his *Letters and Papers*; Dr. Bruce R. Payne, for his speech on education entitled *Friendship*; Mr. R. C. Crane, for the speech of Sam Houston, *To*

## Acknowledgments

*Pah-Hah-You-Co, Comanche Chief*, taken from William Carey Crane's *Life of Sam Houston*; Mr. E. B. Doran of the Dallas News, for the picture of Woodrow Wilson; the Smithsonian Institution, for the picture of the Comanche chief.



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# GREAT SPEECHES

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## I. THE SPIRIT OF AMERICA

People who come to America to make this country their home and become good citizens of the United States must learn the ways of Americans; if they come from a country where the people speak another language, they must learn the language of America. In any case they must get into their hearts and minds a knowledge of American principles of freedom, and a love for American government, schools, and homes in which those principles are embodied.

Those who are born in this country must also learn these principles. Native-born and foreign-born are alike in this respect. The native Americans have the advantage of beginning in their babyhood, while the immigrants must start a little later; but all have to learn to be good Americans.

Washington, Lincoln, and Wilson are known as three of the best and greatest Americans who have ever lived. Their speeches set forth many of the principles of American freedom, great simple truths on which our lives rest.

In this first group you will find Washington's speech on the Constitution, a part of his Farewell Address; Lincoln's Gettysburg Address; and Wilson's Address to Newly Naturalized Citizens.

Wilson's speech to newly naturalized citizens is good for all other citizens to read and study. Like all the rest of Wilson's speeches, it is noted for its clear thought and for

## Great Speeches

the grace and beauty of its language. The next few pages will tell you of the exceptionally high and fine character of the man, and of how he became such a masterly speaker.

### WOODROW WILSON

A circus was putting on its performances in the little town of Charlottesville, Virginia, in the year 1880. Among the throngs attending the circus was a crowd of boys from the University. Before the evening was over, they had somehow been drawn into a fight with the circus men, in which they had been badly beaten and driven away.

They called a meeting of the students at "Wash Hall," where it was proposed that all the boys present should go in a body to the circus and give the circus men a sound thrashing, to uphold the honor of the College.

Many of the boys made rousing speeches, condemning the unfairness of the circus people and the brutal treatment they had given the boys. Great excitement prevailed.

The boys were about to vote on the question of whether or not they would go back to the circus for a fight, when there arose from the rear of the hall a tall, dark-haired, solemn youth, who walked down to the desk of the chairman and asked for a hearing.

He said that as he was a "first-year" man it might perhaps be considered forward for him to speak. He felt, however, that while the action of the circus men deserved the severest condemnation, and it was a natural impulse to wish to punish cowardly acts, it was lawlessness they were about to engage in. It would bring disgrace upon the College, and not only upon the College, but upon the State of Virginia and the Southland. The fight could not be a fair one, and if the boys did go, some of them would almost surely be hurt or crippled, and some might not come back alive.

Here he paused. "If, however," he continued, "my views

## Woodrow Wilson

do not meet your approval; if you decide to go in a body, or if a single man wants to go and fight, I shall ask to go with him."

The tall young man was Woodrow Wilson, and this story, told years afterward by his secretary, Mr. J. P. Tumulty, shows both his calm judgment and his courage when he was a student at the University of Virginia.

It is not often that a man is able to analyze his own nature, but Wilson has given us an analysis of his. Mr. Tumulty tells us that when Wilson was governor of New Jersey, he said one day to his secretary: "You know, Tumulty, there are two natures combined in me that every day fight for supremacy and control. On the one side, there is the Irish in me — quick, impulsive, generous, anxious always to help and to sympathize with those in distress, and like the Irishman at the Donnybrook fair, 'always ready to raise me shillalah and to hit any head that stands forinst me.' Then on the other side there is the Scotch — canny, tenacious, cold, and perhaps a little exclusive. I tell you, my dear friend, when these two fellows get to quarreling with each other, it is hard to act as umpire between them."

Wilson's friends say he did not take a good photograph. On his face in real life there was a twinkle of the eye, lines of good humor about the mouth, and an expression of kindness and cordiality. The camera missed these, and got instead a hard, stern expression.

One of Wilson's outstanding traits was a love of fun. He never returned from any trip or outing without a fund of interesting and amusing stories with which to entertain his family.

Wilson could accomplish an enormous amount of work without fret or strain. Beneath his courage and his statesman's vision lay a deep religious faith. Wilson believed in God. He believed in the directing power of a spirit of good-

# Great Speeches

ness in the universe, and in all human affairs. This belief gave him a confidence and a calmness which nothing could disturb.

Wilson was a speaker of marked ability. Early in life he determined that he would take his place in public service, and he diligently trained himself for his work. He studied how to make himself a better speaker, both at Princeton and at the University of Virginia. He joined a debating society and spoke whenever he had a chance. He developed his powers until he had a quick and flexible command of language, so that he could express himself well on any occasion.

At the beginning, he says, he had some self-distrust to overcome, and always felt a sense of 'goneness' when he began to speak, which, however, disappeared as soon as he had got well started. He always made careful preparation of material for every important speech, but by long practice he had so mastered the language that he could leave the wording to the moment, sure that he could say what he wished to, and say it well.

Wilson's voice had a vibrant quality that carried his tones without strain or effort, not because they were so loud, but because he spoke slowly, pronounced with perfect distinctness, and gave every syllable full force.

Besides being a great speaker, Wilson was one of the chief of those who framed the League of Nations, and to its adoption by the United States he gave the supreme effort of his life.

## 1

### ADDRESS TO NEWLY NATURALIZED CITIZENS

By Woodrow Wilson

[One of the most notable of the speeches by Woodrow Wilson is his address to newly naturalized citizens delivered in Convention Hall, Philadelphia, May 10, 1915. In this

## Woodrow Wilson

speech Wilson presents clearly the ideals of America, and the meaning of our nation among the nations of the world.

Wilson was accompanied by Secretary of the Navy Daniels, Secretary of Labor Wilson, Judge Joseph Buffington of the United States Court of Appeals, and the Reverend H. N. Couden, the blind chaplain of the House of Representatives. There were present also Mr. Goldsborough, Governor of Maryland, and the Commissioner and the Assistant Commissioner of Naturalization.

Convention Hall was crowded with fifteen thousand people. Prominent among them were four thousand newly naturalized citizens, who with their children had come early and taken their places to hear the speech of the President.

The entrance of Wilson was marked by prolonged cheering, flag waving, and singing.

The meeting was opened with prayer by Mr. Couden. The Mayor of Philadelphia in his address said: "You must dedicate yourselves to this country first, last, and all the time. No matter what happens to the world at large, you must be Americans at all times. We have at Washington, thank God, a man who knows what is just and right."

Here the Mayor was interrupted by cheering and flag waving. The band played *My Country 'tis of Thee*, in singing which all the vast audience, including Wilson, joined.

The Mayor then introduced the President, saying: "I present to you — God bless him — the President!"

When Woodrow Wilson began to speak, so still was the great audience that he could be heard clearly in every part of the vast auditorium. He was continually interrupted by outbursts of applause. At the close of his address there was long-continued cheering.]

Mr. Mayor, Fellow Citizens: It warms my heart that you should give me such a reception; but it is



## Great Speeches

not of myself that I wish to think to-night, but of those who have just become citizens of the United States.

This is the only country in the world which  
5 experiences this constant and repeated rebirth. Other countries depend upon the multiplication of their own people. This country is constantly drinking strength out of new sources by the voluntary association with it of great bodies of strong  
10 men and forward-looking women out of other lands. And so by the gift of the free will of independent people it is being constantly renewed from generation to generation by the same process by which it was originally created. It is as if humanity had  
15 determined to see to it that this great nation, founded for the benefit of humanity, should not lack for the allegiance of the people of the world.

You have just taken an oath of allegiance to the United States. Of allegiance to whom? Of alle-  
20 giance to no one, unless it be God — certainly not of allegiance to those who temporarily represent this great government. You have taken an oath of allegiance to a great ideal, to a great body of principles, to a great hope of the human race. You  
25 have said, "We are going to America, not only to earn a living, not only to seek the things which it was more difficult to obtain where we were born, but to help forward the great enterprise of the human spirit; to let men know that everywhere in the

## Woodrow Wilson

world there are men who will cross strange oceans and go where a speech is spoken which is alien to them, if they can but satisfy their quest for what their spirits crave; knowing that whatever the speech, there is but one longing and utterance<sup>5</sup> of the human heart, and that is for liberty and justice."

And while you bring all countries with you, you come with a purpose of leaving all other countries behind you, bringing what is best of their spirit,<sup>10</sup> but not looking over your shoulders and seeking to perpetuate what you intended to leave behind in them. I certainly would not be one even to suggest that a man cease to love the home of his birth and the country of his origin — these things are very<sup>15</sup> sacred and ought not to be put out of your hearts — but it is one thing to love the place where you were born, and it is another thing to dedicate yourself to the place where you go. You cannot dedicate yourself to America unless you become in every<sup>20</sup> respect and in every purpose of your will thorough Americans. You cannot become thorough Americans if you think of yourselves in groups. A man who thinks of himself as belonging to a particular national group in America has not yet become an<sup>25</sup> American, and the man who goes among you to trade upon your nationality is no worthy son to live under the Stars and Stripes.

My urgent advice to you would be, not only to

## Great Speeches

think first of America, but always also to think first of humanity. You do not love humanity if you seek to divide humanity into jealous camps. Humanity can be welded together only by love, 5 by sympathy, by justice, not by jealousy and hatred. I am sorry for the man who seeks to make personal capital out of the passions of his fellow men. He has lost the touch and ideal of America, for America was created to unite mankind by those 10 passions which lift, and not by the passions which separate and debase. We came to America, either ourselves or in the persons of our ancestors, to better the ideals of men, to make them see finer things than they had seen before, to get rid of the 15 things that divide, and make sure of the things that unite. It was but an historical accident no doubt that this great country was called the "United States"; yet I am very glad that it has that word "united" in its title; and the man who seeks to 20 divide man from man, group from group, interest from interest in this great Union is striking at its very heart.

It is a very interesting circumstance to me, in thinking of you who have just sworn allegiance to 25 this great government, that you were drawn across the ocean by some beckoning finger of hope, by some belief, by a vision of a new kind of justice, by some expectation of a better kind of life. No doubt you have been disappointed in some of us. Some of

## Woodrow Wilson

us are very disappointing. No doubt you have found that justice in the United States goes only with a pure heart and a right purpose as it does everywhere else in the world. No doubt what you found here did not seem touched for you, after all, 5 with the complete beauty of the ideal which you had conceived beforehand. But remember this: if we had grown at all poor in the ideal, you brought some of it with you. A man does not go out to seek the thing that is not in him. A man does not 10 hope for the thing that he does not believe in, and if some of us have forgotten what America believed in, you, at any rate, imported in your own hearts a renewal of the belief.

That is the reason that I, for one, make you wel- 15 come. If I have in any degree forgotten what America was intended for, I will thank God if you will remind me. I was born in America. You dreamed dreams of what America was to be, and you brought the dreams with you. No man that 20 does not see visions will ever realize any high hope, or undertake any high enterprise. Just because you brought dreams with you, America is more likely to realize dreams such as you brought. You are enriching us if you came expecting us to be 25 better than we are.

See, my friends, what that means. It means that Americans must have a consciousness different from the consciousness of every other nation in the

## Great Speeches

world. I am not saying this with even the slightest thought of criticism of other nations. You know how it is with a family. A family gets centered on itself if it is not careful and is less interested in the neighbors than it is in its own members. So a nation that is not constantly renewed out of new sources is apt to have the narrowness and prejudice of a family; whereas America must have this consciousness: that on all sides it touches elbows and touches hearts with all the nations of mankind. The example of America must be a special example. The example of America must be the example not merely of peace because it will not fight, but of peace because peace is the healing and elevating influence of the world, and strife is not. There is such a thing as a man being too proud to fight. There is such a thing as a nation being so right that it does not need to convince others by force that it is right.

You have come into this great nation voluntarily seeking something that we have to give; and all that we have to give is this: we cannot exempt you from work. No man is exempt from work anywhere in the world. We cannot exempt you from the strife and the heartbreaking burden of the struggle of the day — that is common to mankind everywhere. We cannot exempt you from the loads that you must carry. We can only make them light by the spirit in which they are carried. That

## George Washington

is the spirit of hope, it is the spirit of liberty, it is the spirit of justice.

When I was asked, therefore, by the Mayor and the committee that accompanied him to come up from Washington to meet this great company of 5 newly admitted citizens, I could not decline the invitation. I ought not to be away from Washington, and yet I feel that it has renewed my spirit as an American to be here. In Washington men tell you so many things every day that are not so, and 10 I like to come and stand in the presence of a great body of my fellow citizens, whether they have been my fellow citizens a long time or a short time, and drink, as it were, out of the common fountains with them, and go back feeling what you have so gener- 15 ously given me — the sense of your support and of the living vitality in your hearts of the great ideals which have made America the hope of the world.

### 2

## THE CONSTITUTION

By George Washington

[One of the surest marks of a good citizen is his respect for the Constitution, and his obedience to its principles. The Constitution is the foundation of all our laws, and the cornerstone of our government. George Washington, one of the founders of our nation, and the leader of them all, in the next speech impresses the importance of supporting the Constitution. This speech is a part of Washington's

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Farewell Address, which was never given as a speech, but was first published in the newspapers of 1796.]

To the efficacy and permanency of your union, a government for the whole is indispensable. No alliance, however strict, between the parts can be an adequate substitute; they must inevitably experience the infractions and interruptions which all alliances in all times have experienced. Sensible of this momentous truth, you have improved upon your first essay<sup>1</sup> by the adoption of a constitution of government better calculated than your former  
10 for an intimate union, and for the efficacious management of your common concerns.

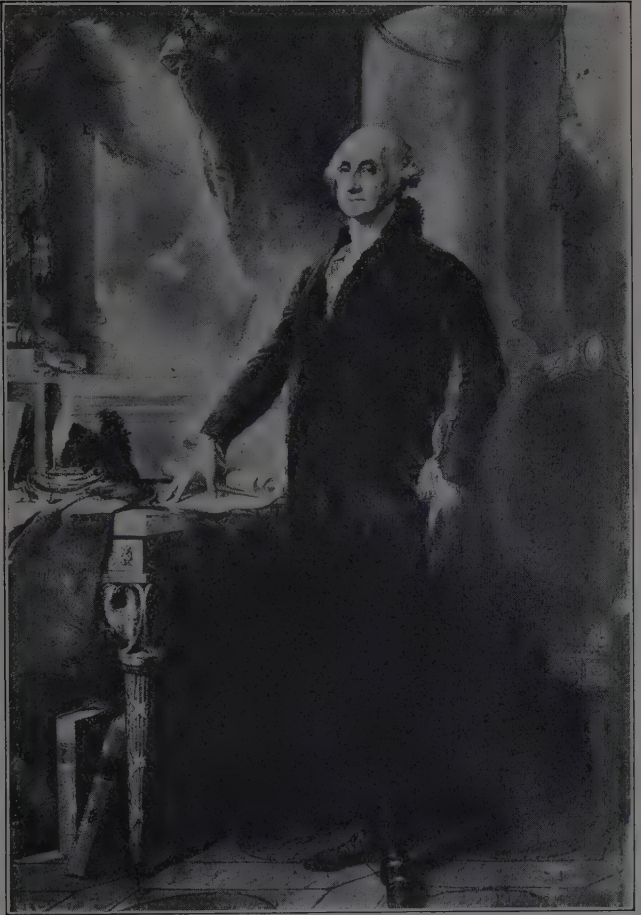
This government, the offspring of your own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of  
15 its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim on your confidence and your support. Respect for its authority, compliance  
20 with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty.

The basis of our political system is the right of the people to make and to alter their constitutions of  
25 government; but the constitution which at any time exists, till changed by an explicit and authentic

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<sup>1</sup> Effort. The colonists first tried the Articles of Confederation.





GEORGE WASHINGTON IN OLD AGE  
The famous portrait by Gilbert Stuart.



# Abraham Lincoln

act of the whole people, is sacredly obligatory upon all. The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government.

5

## 3

### THE GETTYSBURG ADDRESS

By Abraham Lincoln

[Lincoln's Gettysburg Address is one of the finest speeches ever delivered in America. It is short; it did not tire the audience. It is in simple but beautiful language. It appeals to noble feeling. It sets forth a great principle of freedom and democracy.

The speech was made when a part of the ground on which the battle of Gettysburg was fought was dedicated as a burial place for the soldiers who died there. The battle was fought in July, 1863. The speech was made in October, 1863.

Early in the morning of the appointed day the crowds began to gather. The President had come from Washington in a special train, the car in which he rode looking like a small box car of the present time. With Secretaries Stewart, Usher, and Blair, and several generals of the United States army, Lincoln rode on horseback in procession to the place where the ceremonies were to be held.

Edward Everett was the orator of the day. Lincoln had been asked to say a few words as the President of the United States.

On a small platform which had been built facing the grounds, and looking out over the battlefield, the town, and the distant hills, were seated the President, the Honorable

## Great Speeches

Edward Everett, his daughter and other ladies, the secretaries, John G. Nicolay, President Lincoln's secretary, and other guests.

The program was as follows:

Music by Borgfield's Band

Prayer

Music by the Marine Band

Oration by the Honorable Edward Everett

Hymn, composed by B. B. French, Esq.

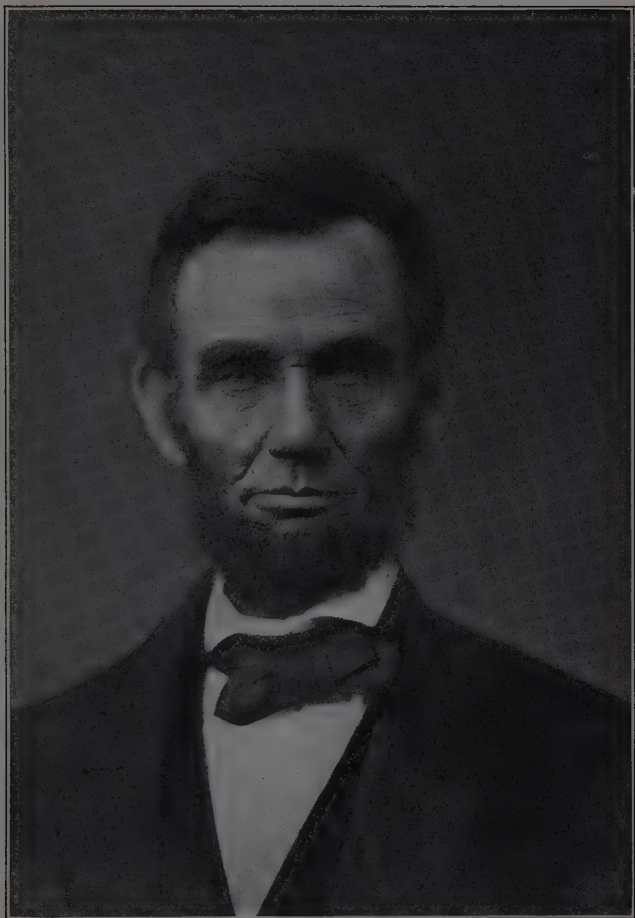
Dedicatory remarks by the President of the United States

Dirge sung by the choir selected for the occasion

Benediction

Everett's speech was two hours long. Lincoln's took but two minutes.

Mr. Nicolay, in his book, *Abraham Lincoln, a History*, says: "Mr. Everett ended in a brilliant peroration, the echoes of which were lost in the long and hearty plaudits of the great multitude; and then President Lincoln arose to fill the part assigned him in the program. It was a trying ordeal to crown fittingly with a few sentences the ceremonies of such a day, and such an achievement in oratory — finished, erudite, apparently exhaustive of the theme, replete with all the strength of scholastic methods, the highest graces of literary culture. If there arose in the mind of any discerning listener on the platform a passing doubt whether Mr. Lincoln would or could honor the unique occasion, that doubt vanished with his opening sentence; for then and there the President pronounced an address of dedication so pertinent, so brief, yet so comprehensive, so terse yet so eloquent, linking the deeds of the present to the thoughts of the future with simple words, in such living, original, yet exquisitely molded maxim-like phrases that the best critics have awarded it an unquestioned rank as one of the world's masterpieces in rhetorical art."



ABRAHAM LINCOLN



## Abraham Lincoln

In a letter written shortly after this occasion, Mr. Everett says to Lincoln: "Not wishing to intrude upon your privacy when you must be much engaged, I beg leave in this way to thank you for your great thoughtfulness for my daughter's accommodation on the platform yesterday, and much kindness otherwise to me and mine at Gettysburg. Permit me also to express my great admiration of the thoughts expressed by you with such eloquent simplicity and appropriateness at the consecration of the cemetery. I should be glad if I could flatter myself that I came as near to the central idea of the occasion in my two hours as you did in two minutes. My son, who parted from me at Baltimore, and my daughter concur in this sentiment."]

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live.

It is altogether fitting and proper that we should do this. But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract.

## Great Speeches

The world will little note, nor long remember what we say here ; but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work which they who  
5 fought here have thus far so nobly advanced. It is rather for us to be here, dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion ;  
10 that we here highly resolve that these dead shall not have died in vain ; that this nation, under God, shall have a new birth of freedom ; and that government of the people, by the people, and for the people shall not perish from the earth.



## II. COURAGE

Everybody admires a person who is brave. Everybody despises a coward. We all like to read stories of courage and daring, and to hear of heroic deeds.

We like too to think that there may be heroes living quietly among us, whose acts of courage we never hear of because few people know what these heroes have done.

But, when we come to think of it, what do we mean by courage?

This next group of speeches is made up of talks by Theodore Roosevelt, Andrew Carnegie, and Franklin K. Lane, on the subject of courage. Each takes the subject from a different angle, and as the speakers are different from one another, so are their ideas of courage.

Before you read these speeches it will be a good thing for you to think what you mean by courage. Put your ideas into as clear and exact words as you can, and tell the class what you think courage is.

After these talks have been made and discussed in class, you will be ready to study the speeches of Roosevelt, Carnegie, and Lane.

### 4

## THE USES OF COURAGE

By Theodore Roosevelt

[This speech was made by President Roosevelt at Prize Day exercises at Groton School, Groton, Massachusetts, a school for boys, in 1904.]

## Great Speeches

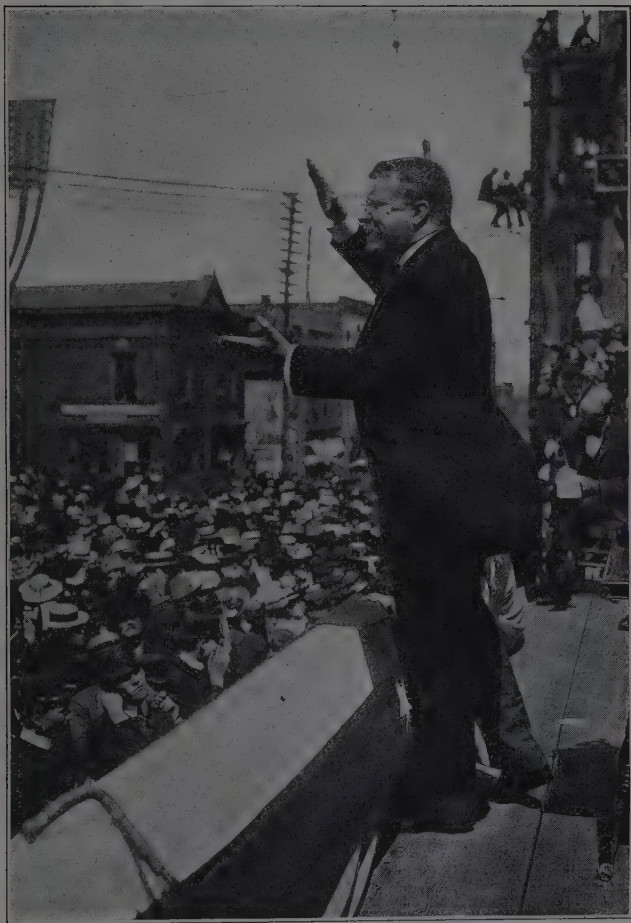
When I speak of the American boy, what I say really applies to the grown-ups nearly as much as to the boys.

I want to see every one of you boys enjoy himself to the full, and yet remember that he won't enjoy himself if he does not do real work. It is not the boy who shirks his lessons, who shirks doing his work, who ultimately has a good time.

I remember once talking to a great friend of mine, a professor in Yale, about a certain boy who had been put on the Yale football eleven early in the season; I said that I had happened to know his father, and that I hoped the boy would do well. My friend the professor answered: "You will find he won't do well; that fellow has not got the right stuff in him; he will not keep up with his studies, and my experience has always been if a boy has not the character to study he won't have the character to persevere in the game."

The professor was exactly right. The boy was dropped before the end of the season. He did not have the right stuff in him; and exactly as it had shown itself in his not keeping decently up with his studies, so it showed itself in making him quite unable to do his work on the team.

I want to see each of you play hard when you play; and I want to see each of you work hard, and not play at all, when you work. I want to see a man work, but if he is the kind of man who is wholly



*Underwood and Underwood*

THEODORE ROOSEVELT



## Theodore Roosevelt

unable ever to enjoy a holiday, he is apt to be a pretty poor father, a pretty poor citizen. Let him work hard, and let him remember to enjoy the other side of life too.

I want to see you game, boys; I want to see you 5  
brave and manly; and I also want to see you gentle  
and manly. In other words, you should make  
it your object to be the right kind of boys at home,  
so that your family will feel a genuine regret instead  
of a sense of relief, when you stay away; and at 10  
the same time you must be able to hold your own  
in the outside world. You cannot do that if you  
have not manliness, courage, in you. It does no  
good to have either of those two sets of qualities if  
you lack the other.

15

I do not care how nice a little boy you are, how  
pleasant at home, if when you are out you are afraid  
of other little boys lest they be rude to you; for if  
so you will not be a very happy boy nor grow up a  
very useful man. When a boy grows up I want him 20  
to be of such a type that when somebody wrongs  
him, he will feel a good healthy desire to show the  
wrong-doers that he cannot be wronged with im-  
punity.

I like to have a man who is a citizen feel, when 25  
a wrong is done to the community by any one, when  
there is an exhibition of corruption or betrayal of  
trust, or demagoguery or violence or brutality, not  
that he is shocked or horrified and would like to go

## Great Speeches

home ; but I want to have him feel the determination to put the wrong-doer down, to make the man who does wrong aware that the decent man is not only his superior in decency, but his superior in strength ; not necessarily physical strength, but strength of character, the kind of strength that makes a good and forceful citizen.

The place in which each of you should try to be most useful is his own home, and each of you should  
10 wish for and should practice in order to have courage and strength, so that they can be used in protecting the gentle, in protecting the weak, against those who would wrong weakness and gentleness.

The boy who will maltreat either a smaller child,  
15 a little boy or a little girl, or a dumb animal, is just about the meanest boy that you can find anywhere in the world. You should be brave and able to hold your own just because you should be able to put down such a bully. It should be your pride  
20 to be the champion of the weak. You will find a certain number of boys who have strength and who pride themselves on it and who misuse it. The boy who will torture something harmless, who will oppress the boy or girl who is weak, or do wrong to  
25 those who cannot resist, almost always proves to have a weak streak in him, and not to have the stuff in him that would make him stand up to an equal foe under punishment. That boy has not real courage, real strength ; and much though I dislike seeing

## Theodore Roosevelt

a boy who is timid, who is afraid, who cannot hold his own, I dislike infinitely more, I abhor, the boy who uses strength and courage to oppress those who cannot help themselves.

Now, one word to the grown-ups, to the fathers, <sup>5</sup> and especially to the mothers. Do remember that in your homes it is just as important as in the outside world that you should have neither hardness of heart nor softness of head. The damage done to children by cold or unfeeling or selfish parents <sup>10</sup> is not a bit greater than the damage done to them by foolish and weak and overindulgent parents. A foolish indulgence is as bad as any harshness.

In particular the mother who lets her boy grow up selfish, imposing on her, not showing tenderness <sup>15</sup> or consideration for her or for others, is preparing to turn the selfish son into what will some day be a brutal and unfeeling husband and father. That woman is not showing real tenderness, real love for the boy; she is showing folly, and wicked folly <sup>20</sup> at that. She is doing the worst that she can for the boy, and she is preparing misery and suffering for all those who come in contact with him thereafter.

The men, and especially the women (for it is the <sup>25</sup> woman who counts for most in the household), who fail to bring up their children so that they give a prompt and ready obedience, and show unselfishness and consideration for others — all of

## Great Speeches

us need to be taught that, it does not come naturally — fail signally in their duty as fathers and mothers.

I shall quote in closing a bit of advice of which I have always been fond, gathered from the football field, and it applies just as much in after life as it does on a football team: "Don't flinch, don't foul, and hit the line hard."

### 5

## "WAR THE MOTHER OF VALOR AND CIVILIZATION"

By Andrew Carnegie

[Andrew Carnegie shows that there is more than one kind of courage, and tells what helps to bring out each kind.

His title is rather surprising. It is: "War the Mother of Valor and Civilization."

But notice that the title is in quotation marks. This means that those are the words of another, about which he is going to express his opinion.]

‘ We still hear war extolled at times as the mother of valor and the prime agency in the world's advancement. By it, we are told, civilization has spread and nations been created, slavery abolished, the American Union preserved. It is even held that without war human progress would have been impossible.

The Answer: Men were first savages who preyed upon each other like wild beasts, and so they developed a physical courage which they shared with



## Andrew Carnegie

the brutes. Moral courage was unknown. War was almost their sole occupation. Peace existed only for short periods that tribes might regain strength to resume the sacred duty of killing each other.

5

Advance in civilization was impossible while war reigned. Only as war became less frequent and long intervals of peace intervened, could civilization, the mother of true heroism, take root. Civilization has advanced just as war has receded,<sup>10</sup> until in our day peace has become the rule and war the exception. Arbitration of international disputes grows more and more in favor.

In the past man's only method for removing obstacles and attaining desired ends was to use<sup>15</sup> brute courage. The advance of civilization has developed moral courage. We use more beneficent means than men did of old.

Britain in the eighteenth century used force to prevent American independence. In more recent<sup>20</sup> times she graciously grants Canada the rights denied America; instead of coercing the Dutch in South Africa, she wins them by granting self-government.

The United States also receives an award of the<sup>25</sup> powers against China, and finding it in excess of her expenditures, in the spirit of the newer time, returns ten millions of dollars. Won by this act of justice, China devotes the sum to the education

## Great Speeches

of Chinese students in the Republic's universities. The greatest force is no longer that of brutal war, which sows the seeds of future wars, but the supreme force of gentleness and generosity — the  
5 golden rule.

The pen is rapidly superseding the sword. Arbitration is rapidly banishing war. More than five hundred international disputes have already been peacefully settled. Civilization, not barbarism, is the mother of true heroism.  
10

In our age there is no more reason for permitting war between civilized nations than for relaxing the reign of law within nations, which compels men to submit their disputes to peaceful courts, and never  
15 dreams that by so doing they will be made less heroic.

A peace league of the foremost nations should put an end to the possibility of war among themselves and compel other nations to submit their disputes to peaceful tribunals. Since war decides  
20 not which is wrong, but only which is strong, it is difficult to understand how a truly heroic or conscientious man can ever favor appeal to it, unless, after proffering peaceful arbitration, his country is  
25 attacked.

Should our country ever have a dispute with another, the demand should come from an irresistible number of the most enlightened and heroic of our people that our government should "In its

## Franklin K. Lane

right hand carry gentle peace," and offer its adversary arbitration.

When war ceases, the sense of human brotherhood will be strengthened, and heroism will no longer mean to kill, but only to serve our fellows. 5

### 6

## THE UNCONQUERABLE SOUL

By Franklin K. Lane

[A school for the deaf was having its graduation exercises, and Lane had been invited to make the speech of the day.

The girls and boys of the graduating class, being deaf, of course could not hear Mr. Lane's voice, but they had been taught to read the lips of any person speaking; so they heard with their eyes and knew what Mr. Lane was saying.

He talks to them about courage. The word will have a larger meaning for you when you have read his speech.]

The bravest sight in all this world is a man fighting against odds: the swimmer with his head upstream, the climber facing the storm, the soldier with his back to the wall, the rich young man putting away the easy cup of pleasure which drugs into uselessness; Abraham Lincoln, the tired plow-boy, making the cabin fire light his path to knowledge; Helen Keller, fighting her way up out of the lonesome darkness, slowly rising, step by step, on the golden-runged ladder of imagination out of a voiceless, nameless, colorless, formless, thought- 10

## Great Speeches

less, hideous world into one of friendship, purpose, and beauty.

These are our heroes.

We envy the gifted — the swift runner, the sweet  
5 singer, the burdenless — we call them the chosen  
of the gods. But our hearts go out to those who  
are not started at the scratch, who have a handicap,  
who know it, and in whom rebellious bitterness is  
transformed into resolution. Their triumph makes  
10 us all proud.

And that is why we are here to-day — to rejoice  
with you. You have triumphed, and we wish a  
share in that triumph.

Nature in one of her mysterious moods placed  
15 her hands upon your ears, and in so doing dared  
you to presume to play life's game as men and  
women. You took up that challenge. And now  
you have come home, not seeking honors, spurning  
sympathy, to lay the tribute of your affectionate  
20 appreciation at the feet of those who pointed out  
the way by which you foiled mischievous nature.  
Whatever your modesty, we may be permitted in  
our pride to say, "You have made good."

A group of bold adventurers — that's what you  
25 are. Nature intended that you should not know  
what I am saying. But here you are, reading my  
thoughts as soon as they touch my lips, and perhaps  
earlier still. Why this refusal to accept the de-  
cree of nature? What was the spirit that made

## Franklin K. Lane

you seek to master those secrets which it apparently had not been intended should be yours? What kind of a Columbus' voyage was this you took into this new world and determined to make it yours?

5

Ah, perhaps what you have done is after all what all have done who "fought and toiled and ruled and loved and made this world." Your progress may be but the symbol of the progress of all civilization. The "mystical hanker after something 10 higher" drives the adventurous ones to go forth and find some way which nature had concealed and made most hard. If she will not let us hear, we will see, and if she lays her hands upon our eyes, we will make ten eyes out of our ten fingers.

15

Doubtless many of you witnessed the first public flight of an aëroplane just across the Potomac, five or six years ago. Then we witnessed a triumph over the last of the three great powers. The earth was ours and the fullness thereof, the sea and all 20 that dwelt therein. But this thin mysterious gas which enveloped us was an eternal challenge, an ever present proof of our weakness; its softest zephyr was a word of defiance.

But the air is ours now — ours to use, ours to 25 bring closer together all men — which seems to be the resolute underlying purpose of this upward trend called civilization.

Yet, is this capture of the air more of a grand ad-

## Great Speeches

venture than the capture of the fleeting word — an adventure that each of you went on when he first sought to make the world his against the apparent mandate of nature? And what is civilization but  
5 the recording of all such adventures, gropings, searchings, reaching out of hands? This life is worth while because nature has issued her challenge to every one, to all mankind.

In Paris, on the boulevard which faces the tomb  
10 of Napoleon, there is a statue of Pasteur. The seated figure of the scientist crowns a marble column. On the sides of this column are four bas-reliefs — one of a girl plucking grapes, another a boy tending sheep, the third a man driving oxen  
15 — all testifying to the debt the world owes to this quiet student for the driving out of diseases which threatened the life of the grape, the sheep, and the cattle. On the front of the column is a group which should make the name of Falguière<sup>1</sup> immortal.  
20 Half risen from her couch, with haggard face, an invalid girl is leaning against her mother who is looking up into the eyes of Pasteur with supreme gratitude, while shrinking away from these two, with back toward them, and turning the corner of  
25 the pedestal, is the defeated figure of death.

The man does not live — or if he does I do not wish to know him — who can stand in the presence of those two monuments and not say in his heart,

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<sup>1</sup> A noted French painter and sculptor.

## Franklin K. Lane

"I had rather be that simple patient man of science than the conqueror of Europe."

Pasteur typifies the spirit of our new day — wherein man's mind triumphs over resisting, unwilling, terrorizing nature. Man has been dominated by his fears. His battles and his preachings and his politics have been based upon the dread of something worse that might befall him. But ours is a day of gladness because it is the day of hope. We have shifted the fight. Instead of creating 10 fears we are destroying fears. Instead of adding to the burden of those afflicted, we are lifting those burdens. Instead of rejecting those whom nature has handicapped as unfit, we are rejoicing together that none is unfit that has a stout heart. 15

### III. LIBERTY

#### 7

#### LIBERTY OR DEATH

By Patrick Henry

[One of the finest examples of American oratory is the speech by Patrick Henry called *Liberty or Death*. It was given in the second Virginia Convention, in 1775. It is a magnificent appeal to unselfish patriotism and devotion to liberty.]

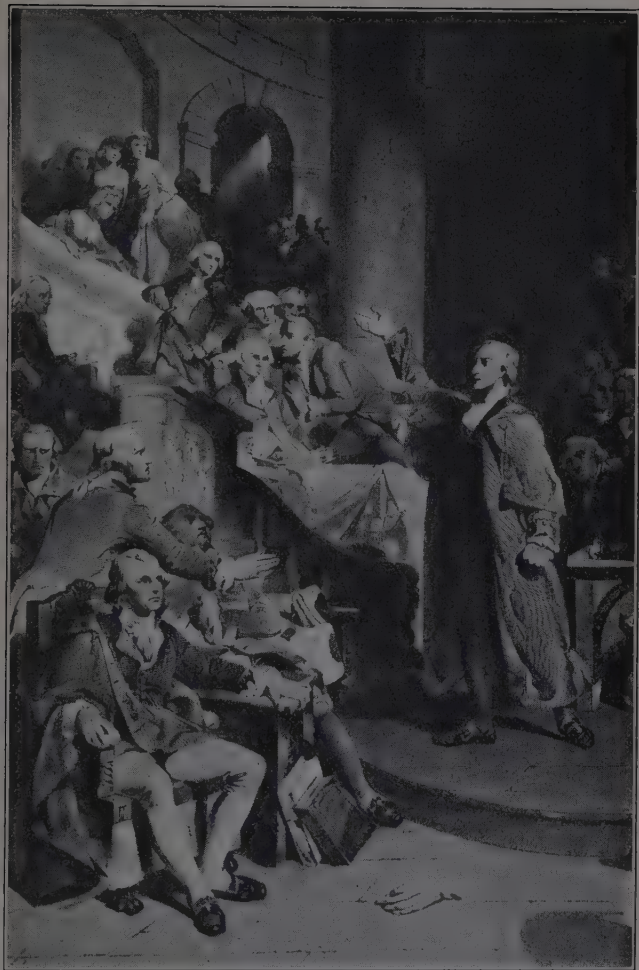
Patrick Henry had introduced a resolution: That this colony be immediately put in a posture of defense; and that . . . a committee be appointed to prepare a plan for the embodying, arming, and disciplining such a number of men as may be sufficient for that purpose.

While most of the members came with the knowledge that some kind of action would be taken on the subject of defense, some of them were inclined to think that war might be avoided, and that delay would change the situation for the better. These are the ones to whom Henry refers when he says, "Gentlemen solace themselves with hopes."

Henry began his speech in a calm and collected manner. As he went on, he grew more fervent and impassioned, rousing the feelings of his audience as his own became more aroused, until he swept the whole House, and his resolution was carried.]

No man, Mr. President, thinks more highly than I do of the patriotism, as well as the abilities,





PATRICK HENRY DELIVERING A SPEECH IN THE VIRGINIA HOUSE OF  
BURGESSES

A painting by P. F. Rothermel.



## Patrick Henry

of the very honorable gentlemen who have just addressed the House. But different men often see the same subject in different lights; and therefore I hope it will not be thought disrespectful to those gentlemen, if entertaining as I do, opinions of a character very opposite to theirs, I should speak forth my sentiments freely and without reserve.

This is no time for ceremony. The question before the House is one of awful moment to this country. For my own part, I consider it as nothing less than a question of freedom or slavery. And in proportion to the magnitude of the subject ought to be the freedom of debate. It is only in this way that we can hope to arrive at truth, and fulfill the great responsibility which we hold to God and our country. Should I keep back my opinions at such a time through fear of giving offense, I should consider myself as guilty of treason towards my country, and of an act of disloyalty towards the majesty of Heaven, which I revere above all earthly kings.

Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth and listen to the song of that siren until she transforms us into beasts.

Is this the part of wise men, engaged in a great and arduous struggle for liberty? Are we disposed to be of the number of those who, having eyes, see

## Great Speeches

not, and having ears, hear not, the things which so nearly concern our temporal salvation?

For my part, whatever anguish of spirit it may cost, I am willing to know the whole truth, to know  
5 the worst and to prepare for it.

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know of no way of judging of the future but by the past. And judging by the past, I wish to know what there has  
10 been in the conduct of the British ministry for the past ten years to justify those hopes with which gentlemen have been pleased to solace themselves and the House.

Is it that insidious smile with which our petition  
15 has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception comports with those warlike preparations which cover our waters and darken  
20 our land.

Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love?

25 Let us not deceive ourselves, sir. These are the implements of war and subjugation, the last arguments to which kings resort.

I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission?

## Patrick Henry

Can gentlemen assign any other possible motive for it? Has Great Britain any enemy in this quarter of the world to call for all this accumulation of navies and armies? No, sir, she has none. They are meant for us. They can be meant for no other. 5

They are sent to bind and rivet upon us those chains which the British ministry have been so long forging.

And what have we to oppose to them? Shall we try argument? Sir, we have been trying that 10 for the last ten years. Have we anything new to offer upon the subject? Nothing. We have held the subject up in every light of which it is capable; but it has all been in vain. Shall we resort to treaty and humble supplication? What 15 terms shall we find that have not already been exhausted? Let us not, I beseech you sir, deceive ourselves longer. Sir, we have done everything that could be done, to avert the storm which is now coming on. We have petitioned; we have re- 20 monstrated; we have supplicated; we have prostrated ourselves before the throne, and have implored its interposition to arrest the tyrannical hands of the ministry and Parliament.

Our petitions have been slighted. Our remon- 25 strances have produced additional violence and insult. And we have been spurned with contempt from the foot of the throne. In vain after these things may we indulge the fond hope of peace and

## Great Speeches

reconciliation. There is no longer any room for hope.

If we wish to be free, if we mean to preserve inviolate those inestimable privileges for which we have been so long contending; if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall have been obtained — we must fight! I repeat it, sir, we must fight! An appeal to arms, and to the God of hosts, is all that is left us.

They tell us, sir, that we are weak — unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house?

Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies have bound us hand and foot?

Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us.

## Patrick Henry

Besides, sir, we shall not fight our battles alone. There is a just God, who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the <sup>5</sup> brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest.

There is no retreat but in submission and slavery! Our chains are forged. Their clanking may be <sup>10</sup> heard on the plains of Boston! The war is inevitable — and let it come! I repeat it, sir, let it come! It is vain, sir, to extenuate the matter. Gentlemen may cry Peace, Peace, but there is no peace. The war has actually begun! 15

The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field. Why stand we here idle? What is it that the gentlemen wish? What would they have? Is life so dear, or peace so <sup>20</sup> sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God!

I know not what course others may take, but as for me, give me liberty, or give me death!

## IV. CONCILIATION

A barrel of oil on the deck of a ship looks very small in comparison with the Atlantic Ocean. But the fact is that although there is power in the ocean to rise in waves mighty enough to destroy the ship, there is power enough in that barrel of oil to still the ocean enough to save the ship.

A few words seem a feeble thing when compared with the passions of selfishness, pride, indignation, and resentment of injustice. But fitly chosen and rightly spoken, they have proved strong enough to calm tempestuous feelings and save the Ship of State.

Benjamin Franklin at the age of eighty-two was wise enough to know the power of gentle words. He made a speech only two minutes long which saved the Constitutional Convention from breaking up in disagreement.

Before you read the speech, however, take another look at the man. The following account may set Franklin before you in a light somewhat different from that in which you have been accustomed to view him.

### BENJAMIN FRANKLIN

Franklin had the ability to tell a thing of value from what was worth little, or made merely a show.

When he was a boy in Boston working for his brother in the printing shop, he longed for more books to read. So he bargained with his brother, to whom he was apprenticed, that he should be given half the money allowed for his board, and he would board himself. To this James Franklin readily agreed. Benjamin then did without meat and



## Benjamin Franklin

lived on simple food, and spent the difference on books. While the other boys were gone out to get their dinners, Franklin ate his lunch in the shop, and used the time he saved in reading.

When he went to France to represent America at the most splendid court in Europe, he kept up his habit of simple dress and manners. The story is told that one day at the court in Paris, a courtier came to Franklin and in great distress whispered to him: "Pardon me, Dr. Franklin, for venturing to remind you that you have forgotten your wig."

Franklin, smiling to himself at the looks of dismay on the faces of those who had noticed that his head was dressed only in its own hair, replied: "I may have forgotten my wig, but I have my head with me."

Franklin had unusual ability in both the earning and the saving of money, but he had also a very fine sense of the higher uses to which money may be put. He always had enough to make his family comfortable, and all the rest he used in making his city and his country a safer, a more healthful, and a more worth-while place in which to live. The salary which he earned as Governor of Pennsylvania he spent for the good of the state. During and before the Revolutionary War, he more than once risked or offered all that he had for his country.

We have this quaint account of Franklin, written by William P. Pierce of Georgia, a member of the Constitutional Convention:

"Dr. Franklin is well known to be the greatest philosopher of the present age. All the operations of nature he seems to understand; the very heavens obey him, and the Clouds yield up their Lightnings to be imprisoned in his rod. He is no speaker. He is however a most extraordinary Man, and he tells a story in a style more engaging than anything I have ever heard. He is eighty-two years old, and possesses

## Great Speeches

an activity of mind equal to a youth twenty-five years of age."

Franklin had the spirit of wishing to live in peace with all men. He arranged a treaty with the Indians which stopped Indian warfare in Pennsylvania. He had a way of getting along with people without giving up his principles and yet without causing hard feelings. The speech made by him in the Constitutional Convention is a good example of his way of getting people to agree. It shows his fine and simple style of speaking and his spirit of fairness.

The speech was written down by William Steele, to whom Jonathan Dayton, another member of the Convention, gave an account of the meeting and the speech of Franklin.

### 8

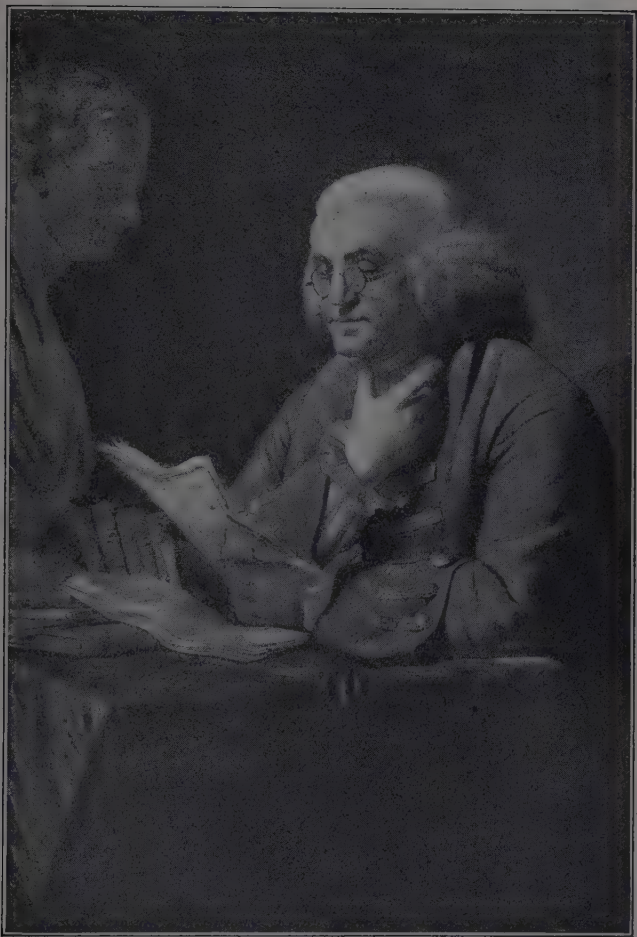
## PROPOSAL TO TAKE A RECESS

By Benjamin Franklin

[The Constitutional Convention had been in session for over a month, and some of the outlines of the government had been worked out. The members had agreed that Congress should be made up of two bodies, the House of Representatives and the Senate; but on the question of how the members in each body should be chosen, they were divided. The men from the larger colonies wished to have it decided that the number of representatives should be in proportion to the number of people in the state, while the men from the smaller colonies thought that each state should have the same number.]

It was at length agreed that the House should have representatives from the states according to population; and when the vote was taken to decide for the Senate, the same plan carried there.

With this result the representatives of the smaller colonies



BENJAMIN FRANKLIN

*Detroit Publishing Co.*



## Benjamin Franklin

were much displeased. One of them, Jonathan Dayton, made a speech, saying that they could never be satisfied with this arrangement, since the smaller states would always be outvoted by the larger, and that unless this decision could be changed they would withdraw from the Convention.

Members from the larger states at once rose to protest. The Convention seemed about to break up in confusion. Washington's face was anxious. He gave a keen look at Franklin. Franklin then arose, and made the speech which doubtless saved the Convention, and led to the agreement which gave us the Constitution.]

We have arrived, Mr. President, at a very momentous and interesting crisis in our deliberations. Hitherto our views have been as harmonious, and our progress as great, as could reasonably have been expected. But now an unlooked-for and <sup>5</sup> formidable obstacle is thrown in our way, which threatens to arrest our course, and, if not skillfully removed, to render all our fond hopes of a constitution abortive. <sup>15</sup>

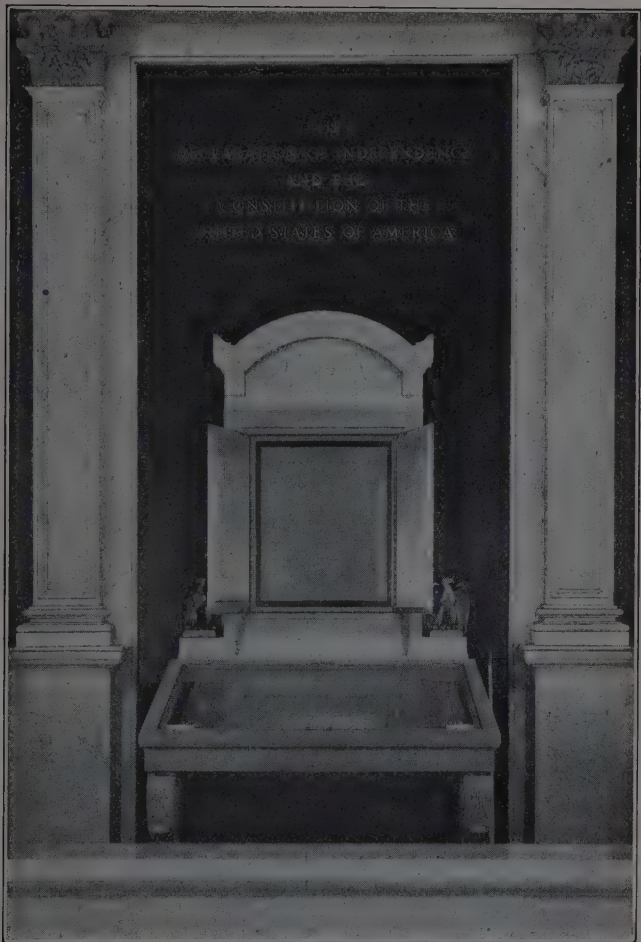
The ground which has been taken by the four <sup>10</sup> smallest states was as unexpected by me, and as repugnant to my feelings, as it could be to any other member of this convention. After what I thought a full and impartial investigation of the subject, I recorded my vote in the affirmative side <sup>15</sup> of the question, and I have not yet heard anything which induces me to change my opinion.

But I will not therefore conclude that it is impossible for me to be wrong! I will not say that

## Great Speeches

those gentlemen who differ from me are under a delusion — much less will I charge them with an intention of needlessly embarrassing our deliberations. It is possible some change in our late proceedings ought to take place upon principles of political justice, or that, all things considered, the majority may see cause to recede from some of their just pretensions, as a matter of prudence and expediency. For my own part, there is nothing  
10 I so much dread as a failure to devise and establish some efficient and equal form of government for our infant republic.

The present effort has been made under the happiest auspices, and has promised the most favorable  
15 results; but should this effort prove vain, it will be long ere another can be made with any prospect of success. Our strength and our prosperity will depend on our unity; and the secession of even four of the smallest states, interspersed as they  
20 are, would, in my mind, paralyze and render useless any plan which the majority could devise. I should therefore be grieved, Mr. President, to see matters brought to the test which has been, perhaps, too rashly threatened on the one hand, and  
25 which some of my honored colleagues have treated too lightly on the other. I am convinced that it is a subject which should be approached with caution, treated with tenderness, and decided on with candor and liberality.



*C. O. Buckingham Co.*

### THE ORIGINAL DECLARATION AND CONSTITUTION

The old parchments, in the Library of Congress at Washington, are kept beneath a special glass which protects them from the aging effects of light.





## Benjamin Franklin

It is, however, to be feared that the members of this Convention are not in a temper at this moment to approach the subject in which we differ in this spirit. I would therefore propose, Mr. President, that without proceeding further in this business <sup>5</sup> at this time, the Convention shall adjourn for three days, in order to let the present ferment pass off, and to afford time for a more full, free, and dispassionate investigation of the subject; and I would earnestly recommend to the members of this <sup>10</sup> Convention, that they spend the time of this recess, not in association with their own party, and devising new arguments to fortify themselves in their old opinions, but that they mix with members of opposite sentiments, lend a patient ear to their <sup>15</sup> reasonings, and candidly allow them all the weight to which they may be entitled; and when we assemble again, I hope it will be with a determination to form a Constitution, if not such a one as we can individually and in all respects approve, yet the <sup>20</sup> best which under existing circumstances can be obtained.

## V. SCIENCE

Every live boy and wide-awake girl wants to know how things are made, what they are made of, where they come from, and of what use they are.

What is that star? How far away is it? What makes the spark under the wheels of the trolley car? Why does the snowflake form in patterns? How can a bird fly? What does an earthworm eat? What makes the wind blow?

Questions like these, and many more, have puzzled mankind since early days. Nature held the secret. It was as if she dared man to find it out. Now the mind of man is so made that he cannot rest satisfied without knowing. Little by little, through the ages, he has found out some of the answers. Always there have been a few people with minds more eager to know, more hungry for the satisfaction of finding out the nature of things than were others; who, harder and longer than others, kept at the business of asking questions of nature. These are the scientists. What they have found out from nature is called scientific truth. It is an explanation of the why and the how of things, and of how the knowledge scientists have gained may be used.

The speeches in this group were made by scientists, some of the most famous in the world. They answer some of the questions that you yourself probably have been asking, and give you a glimpse into that world of wonder, the world of science, where nature answers our questions.

# Sir William H. Bragg

## 9

### WHAT IS SOUND?

By Sir William H. Bragg

[Sir William H. Bragg, a wise and learned English scientist who is a professor in the University of London, not only understands many of the secrets of nature, but knows how to make his scientific knowledge clear to other people, and easy for them to understand.]

This and the following talk were made in London before an audience of young people, at the Royal Institution, Christmas, 1919.]

All around us are material objects of many kinds, and it is quite difficult to move without shaking some of them more or less. If we walk about over the floor, it quivers a little under the fall of our feet; if we put down a cup on the table, we cannot avoid giving a small vibration to the table and the cup. If an animal walks in the forest, it must often shake the leaves or the twigs or the grass, and unless it walks softly with padded feet, it shakes the ground. The motions may be very minute, far too small to see, but they are there nevertheless.

Besides the obvious surroundings of material things, there is an ocean of air in which we live. We cannot move without stirring it; and moreover, whenever we make anything else move, as when we shake the ground or the branches or the table

## Great Speeches

or whatever it may be, the air is shaken too because it touches all these objects and moves when they move. It is very easy to set the air quivering, and when once a quiver is started, it runs through  
5 the air in all directions till it has spread and weakened and died away. Also it is a very curious thing that the air can carry ever so many quivers at the same time, going in many different directions, and of many varieties. But each travels as  
10 if there were no other there.

Now since nothing can be done without starting shakes and quivers, in solids or in liquids or in air, in some or all of them, and since it is very important to every one to know what is happening round  
15 about him, so far as it is possible to do so, it is not surprising to find that we human beings, and most animals, possess organs especially fitted to detect these shakes and quivers, and that we make great use of them. The ear is marvelously sensitive to  
20 the minute quiverings that come to it through the air, and then pass down the tube of the ear and come finally to the delicate organs within. We say that we hear a sound, which means that somewhere or other an air quiver has been started and  
25 has reached our ears.

As the life and processes of the world go on, the actions which take place are accompanied by these tremors, and we live in this world of sound. We can interpret what we hear because all the tremors

## Sir William H. Bragg

are different and we have learned to know them all. We can tell the sort of tremor that is made by the rustle of the leaves from the sort that is made by thunder or the call of an animal. In fact, it seems quite absurd to think that there is anything wonderful in it, because the "sounds seem so different." But of course that is just where the wonder lies: only air is in tremor in every case, and yet the ear has such wonderful powers that it can sort them all out from one another, can tell one person's voice 10 from another, can even tell by the minutely different shades of inflection the spirit that lies behind the word. The more one thinks about it the more wonderful one finds it to be.

No doubt the reason why ears can be and are so 15 finely trained is that the information they get is so important and so interesting. Sometimes it is a matter of life or death, as in the case of the animal who hunts or the animal who is hunted. It is everything to us to be able to talk to our friends, to 20 use our voices, and to set in motion air quiverings that have special meanings to those that hear them. If we walked in the country how much we should miss if we could not hear the birds or the wind or the brook or the passers-by! Think what it would 25 mean to us if we could have no singing and no music. The quiverings of the air, and our ears to hear them, link us closely to the world about us and to our fellow-creatures.

## Great Speeches

As soon as you understand that sound is a quivering motion that goes from one place to another, you will realize that most likely it takes a certain time to make the journey, and so it does. When, 5 for example, a sound travels through the air, it takes nearly five seconds to go a mile, and it is a very strange thing that all sorts of sounds, shrill whistles and deep boomings, take just the same amount of time to travel. If a band is playing a 10 long way away, you hear all the instruments keeping time correctly with each other, piccolo and cornet and drum, no matter how far away they are. If some sounds traveled more quickly than others, you would be able to hear music correctly only 15 when you were quite close to it.

It is a very common thing to find examples of the fact that sound takes time to travel. If you are standing on one side of a valley, and you watch a train approach a station a mile or two away on the 20 other side, you may notice that the steam first issues in a white cloud from the whistle as the engine-driver gives warning that he is coming; and light travels so fast that you see the steam practically on the instant that the engine-driver opens his 25 whistle. But it may be many seconds before you hear 'it. I have often watched the woodcutters at work in Australia, where the clear still air makes it easy to see and hear at long distances. From one side of a wide gully I have seen the strokes of

## Sir William H. Bragg

the ax fall noiselessly far away on the other side, and then when the man has straightened himself and begun to move away, the noise of the blows has reached my ears. If you watch a long procession going along the street, marching to the music that 5 heads it, every man puts his foot down at the beat of the drum, but of course the rear ranks do not hear it as soon as the front ranks, so that really they do not march in step. If you look sharply you will see a ripple run along the line as the heads go up and 10 down slightly to the movement of the feet.

### 10

## THE ATOMS OF WHICH THINGS ARE MADE

By Sir William H. Bragg

Nearly two thousand years ago, Lucretius, the famous Latin poet, wrote his treatise *De rerum natura* — concerning the nature of things. He maintained the view that air and earth and water and everything else were composed of innumerable 5 small bodies or corpuscles, individually too small to be seen, and all in rapid motion. He tried to show that these suppositions were enough to explain the properties of material things. He was not himself the originator of all the ideas which 10 he set forth in his poem; he was the writer who would explain the views which were held by a certain school, and which he himself believed to be

## Great Speeches

true. There was a rival set of views, according to which, however closely things were looked into, there would be no evidence of structure; however the water in a bowl, let us say, was subdivided into 5 drops and then again into smaller drops and so on and on, the minutest portion would still be like the original bowl of water in all its properties.

There is a mighty difference between the two views. On the one, there is nothing to be gained 10 by looking into the structure of substances more closely, for however far we go, we come to nothing new. On the other view, the nature of things as we know them will depend on the properties of these atoms of which they are composed, and it 15 will be very interesting and important to find out, if we can, what the atoms are like. The latter view turns out to be far nearer the truth than the former; and for that all may be grateful who love to inquire into the ways of Nature.

20 Lucretius had no conception, however, of atomic theories as they stand now. He did not realize that the atoms can be divided into so many different kinds, and that all the atoms of one kind are alike. That idea is comparatively new: it was 25 explained with great clearness by John Dalton at the beginning of the nineteenth century. It has rendered possible the great advances that chemistry has made in modern times and all the other sciences which depend on chemistry in any degree.



## Sir William H. Bragg

It is easy to see why the newer idea has made everything so much simpler. It is simpler because we have to deal with a limited number of sorts only, not with a vast number of different individuals. We should be in despair if we were compelled to study a multitude of different atoms in the composition of a piece of copper, let us say; but when we discover that there is only one kind of atom in a piece of pure copper, and in the whole world not many different kinds, we may feel full of enthusiasm and hope in pressing forward to the study of their properties, and of the laws of their combinations. For of course, it is in their combinations that their importance lies.

The atoms may be compared to the letters of the alphabet, which can be put together in innumerable ways to form words. So the atoms are combined in equal variety to form what are called molecules. We may even push the analogy a little further and say that the association of words into sentences and passages conveying meanings of every kind is like combination of molecules of all kinds and in all proportions to form structures and materials that have an infinite variety of appearance and properties and can carry what we speak of as life.

Let us think of Nature as a builder, making all that we see out of atoms of a limited number of kinds; just as the builder of a house constructs

## Great Speeches

it out of so many different kinds of things — bricks, slates, planks, panes of glass, and so on.

There are only about ninety sorts of atoms, and of these a considerable number are used only occasionally. It is very wonderful that all the things in the world and in the universe, as far as we know it, are made of so few elements. The universe is so rich in its variety, the earth and all that rests on it and grows on it, the waters of the sea, the  
10 air and the clouds, all living things that move in earth or sea or air, our bodies and every different part of our bodies, the sun and moon and the stars, every single thing is made up of these few kinds of atoms.

15 Yes, one might say, that is so; but if the builder is given bricks and mortar and iron girders, he will build you an infinite variety of buildings, palaces or cottages or bridges; why may not Nature do something like that? But one has to think that  
20 when a builder sets out to make a structure he has a plan which has cost thought to devise, and he gives instructions to his workmen who are to carry out his wishes, and so the structure grows. We see him walking about with his plans in his hand. But  
25 the plans of the structure of Nature are locked up in the atoms themselves. They are full of wonder and mystery, because from them alone and from what they contain grows the infinite variety of the world.

## Sir William H. Bragg

Let us now ask ourselves what binds the atoms together into the various combinations and structures. Like our builder, we have got in our materials — the bricks, beams, slates, and so on; we have our various kinds of atoms. If we look round <sup>5</sup> for mortar and nails, we find we have none. Nature does not allow the use of any kind of new material as a cement. The atoms cling together of themselves. The chemist tells us that they must be presented to one another under proper condi- <sup>10</sup> tions, some of which are very odd; but the combination does take place, and there is something in the atoms themselves which maintains it when the conditions are satisfied. The whole of chemistry is concerned with the nature of these conditions <sup>15</sup> and their results.

The atoms seem to cling to one another in some such way as two magnets do when opposite poles are presented to each other; or two charges of electricity of opposite nature. In fact, there is no <sup>20</sup> doubt that both magnetic and electric attractions are at work. We are not entirely ignorant of their mode of action, but we know much more about the rules of combination — that is to say, about the facts of chemistry — than we do about <sup>25</sup> the details of the attractions. However, we need not trouble ourselves about these matters for the present; we have merely to realize that there are forces drawing atoms together.

## Great Speeches

We may now ask why, if there are such forces, the atoms do not all join together in one solid mass? Why are there any gases or even liquids? How is it that there are any atoms at all which do not  
5 link up with their neighbors? What prevents the earth from falling into the sun, and the final solidification of the entire universe?

The earth does not fall into the sun because it is in motion around the sun, or, to be more correct,  
10 because the two bodies are moving around each other. It is motion that keeps them apart; and when we look closely into the matter, we find that motion plays a part of first importance in all that we see, because it sets itself against the binding  
15 forces that would join atoms together in one lump. In a gas, motion has the upper hand; the atoms are moving so fast that they have no time to enter into any sort of combination with one another; occasionally atom must meet atom and, so to  
20 speak, each hold out vain hands to the other; but the pace is too great, and in a moment they are far away from each other again. Even in a liquid, where there is more combination and atoms are in combination with one another all the time, the mo-  
25 tion is so great that no junction is permanent.

In a solid the relative importance of the attractive forces and the motion undergoes another change; the former now holds sway, so that the atoms and the molecules are locked in their places. Even

## David Starr Jordan

in a solid, however, the atoms are never perfectly still; at the least they vibrate and quiver about average positions, just as the parts of a bridge quiver when a train goes over it. It is difficult to realize that the atoms and molecules of substances which appear to be perfectly at rest, the table, a piece of paper, the water in a glass, are all in motion.

We all know that the motion of the atoms of a body is really its heat; that the faster they move or vibrate the hotter the body becomes. When-<sup>10</sup> ever we warm our hands by the fire, we allow the energy radiated by the fire to quicken up the movements of the atoms of which the hands are composed. When we cool any substance, we check these movements. If we could still them alto-<sup>15</sup> gether, we should lower the temperature to a point below which it would be impossible to go, the absolute zero, as it is usually called, 273 degrees centigrade <sup>1</sup> below zero.

### 11

## LUTHER BURBANK

By David Starr Jordan

[This speech is unusual and doubly interesting because it is a speech of a great scientist talking about another great scientist and his work: Dr. David Starr Jordan telling us about Luther Burbank. It was made at a dinner given in 1905 by the California Board of Trade in honor of Burbank.

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<sup>1</sup> A kind of thermometer used in scientific work.

## Great Speeches

Dr. Jordan, as you know, was president of Stanford University in California. As a scientist he has made a special study of various kinds of fishes, and has written many books about them.

Luther Burbank produced new varieties of vegetables and flowers. He created new kinds never seen before. His daisies are much larger than any ever grown by nature alone. His walnut trees will not only make fine shade and yield hard wood beautiful for making furniture, but will also grow much faster than other kinds. His fruits are larger and have smaller seeds than others, or perhaps no seeds at all. He produced a cactus without spines, which, growing in the arid regions, affords feed for stock. He has been called the "Plant Wizard," but that name hardly suggests the wonderful things he did with vegetables and flowers.

Dr. Jordan in his speech gives honor to this great scientist.]

I am asked by Dr. Wheeler, my colleague in the greater University of California, to express to Mr. Burbank, jointly with my own, the congratulations of both universities. We honor him as a man  
5 of our kind, the kind the university delights to make; the kind of men who know things and can do things; the kind of men to whom nature is an open book, and whose reading of this book is clear and truthful.

10 I have come farther than any one else to this dinner. When on the 22nd of August, in South Kensington, I received Mr. Briggs' invitation to come here to do honor to Burbank, I packed my

## David Starr Jordan

trunk at once and sailed for San Francisco. I came the very shortest way, by Londonderry in Ireland to Belle Isle in Labrador. And on the way I heard of this incident :

On the thirtieth day of August, on the bleak <sup>5</sup> coast of Labrador, early in the morning, a few strangers came out of their houses, houses they had brought with them on a ship only a few days before, and climbing to the top of a hill, pointed iron sticks and tubes at the sun. The natives said <sup>10</sup> these men were fools. Little by little the sun grew dark, the brown shades stole over the hills, the light shrank to a narrower rim — and then these natives said they were wizards. Other people who knew of the eclipse of the sun and of the expe- <sup>15</sup> dition sent to Labrador to observe it said, "These are men of science."

Something like this has been Mr. Burbank's experience. Years ago in Massachusetts he crept around in the mud half a day looking for the lone <sup>20</sup> potato-ball on a plant with which he had been playing. It had been torn off by the foot of a stray cow. People said that he was a fool, not knowing that this one potato-ball was the fruition of years of labor. It was big with the potency of <sup>25</sup> the Burbank potato. Later, when a prosperous nurseryman, he let go all his business to play with scissors and pollen and microscope, planting seeds and grafting bushes, then pulling them up and

## Great Speeches

burning them by the thousand, meanwhile growing poorer every year, for the harder he worked the less his financial returns — then people said again he was a fool. Later, when wonderful blooms, gorgeous roses, vigorous walnuts, and flowers and fruits undreamed of, sprang up at Santa Rosa, people the world over came to see them and him and said, “Burbank is a wizard.”

But when men of-science came to see Burbank, they knew him for a man of science. A man of science is one who takes knowledge seriously; who, believing in the truth of human experience, trusts his life to it, and has the courage to use it in his business. All the world knows Burbank now, but there are two who found him out earlier than any one else, and who had faith in his work and his future before any one else had realized what he was doing. These two men are Judge Leib of San Jose and Professor Wickson of the University of California.

I am asked to speak of Burbank's relation to the science of organic evolution, and to the five factors of evolution — heredity, variation, environment, selection, and isolation, on the inter-relation of which the movements of life depend.

To understand his relation to these, we must first look at Burbank's method. It is simplicity itself. You can all do the same things in your own gardens. First choose the best of the plants you



## David Starr Jordan

wish to develop. This is selection, the "magician's wand," by which the breeder can summon up any form of animal or plant he may need for his use or his pleasure. Choose the best; destroy the others; Nature will do the rest. Like produces like; that is heredity. But heredity can be helped along by another element, crossing. Breed the best with the best. Some of the progeny will have the good qualities of both parents, some the bad. If your crosses are wide apart you may get new combinations undreamed of. Select these again. Breed from the best; ruthlessly burn up the rest. A flower is Nature's advertising medium, calling the bees to fertilize her germ cells. There were no showy flowers, flowers with petals, until after there were insects, and to please the insects is the flower's real purpose. You don't want the insects. You must manage the crossing yourself. So snip off the flowers, keep the bees away, and transfer the pollen to the right place with your own dainty fingers. This needs care, skill, patience, science — every virtue demanded by the finest art. And in this art no one has been more skillful than Luther Burbank. Crossing and selection, selection and crossing, this is the whole secret, as simple as any of all the secrets of Nature. It is her method of evolution. Arrange the conditions and Nature will do the rest. But it is one of the finest of all fine arts to arrange these conditions, to bring out the

## Great Speeches

results, results all unseen before, but capable of the exactest forecast.

The commercial value of Burbank's work is great. It can be expressed only in figures far beyond its  
5 actual cost. But above all commercial values we must place Burbank's contributions to human knowledge.

Among other things, and I can enumerate but very few, Burbank has shown the plasticity of  
10 Nature. Like produces like, but not necessarily that which actually is. Children resemble their parents in this way, that they tend to do like things, to develop in like ways under like conditions. Change these conditions and all results are changed.  
15 Make conditions better, and new structures and new powers burst out.

Burbank has shown us that there is no limit to selection. Once started, variation can be intensified; heredity follows it, and evolution of new  
20 forms can be led on and on as far as a continuous purpose may choose to carry it.

Crossing of varieties of one species and hybridization of distinct species are one and the same thing. Most crosses are fertile, and the results of  
25 a skillful cross may save the time of slow progress by selection. Crossing is to horticulture what punting is to football.

Each group of plants behaves in its own way. Each is a law unto itself. For this reason, as no

## Herbert Hoover

simple universal law can be used to cover every hypothesis, a thousand seedling walnuts, descended from hybrid parents, differ from one another in a thousand ways — in every way conceivable in which walnuts can differ. 5

The advance of flowers, fruits, and grains beyond the primitive types is as great as the advance of palaces as compared with wigwams, of steamships as compared with dugout canoes. In Pliny's<sup>1</sup> time the pear was a little rough fruit not larger than 10 an olive. In future time we may go as far beyond the Bartlett pear as that has advanced over the crab pear of the age of Pliny. We are now in the infancy of the work of producing domestic races of animals and plants. No one can forecast the 15 possibilities of the future. And no one will do more than Burbank to make them actual.

### HERBERT HOOVER

Another speech from a man of science of a very different kind from the speeches of Sir William Bragg or Dr. Jordan is the following by Herbert Hoover, United States Secretary of Commerce.

Herbert Hoover is the leading consulting engineer of the world. He is interested not only in learning the truths of nature, but in finding out ways to put these truths into use in mines, bridges, dams, and such structures.

He was born in Iowa, got his education in California, has his home at present in Washington, and has developed the

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<sup>1</sup> A Roman scientist who lived in the first century after Christ.

# Great Speeches

mineral wealth of nearly every part of the earth: California, New Mexico, Colorado, South Africa, China, Australia, Russia, Burma, Korea, Siberia.

During the World War; he was chairman of the Food Relief Commission in Belgium, and later Food Administrator of the United States, where he had control over the food of 100,000,000 people. In this office he succeeded in doing the work needed by the government and at the same time kept the good will of the whole country. After the war, he was put in charge of the food relief of Eastern Europe. Here his work saved from starvation millions of men, women, and children. He is at present the Secretary of Commerce of the United States. There is probably no other man living who is honored and loved by so many people in so many different countries as Herbert Hoover.

## 12

### THE COLORADO RIVER

By Herbert Hoover

[Hoover's speech is about the Colorado River, how its waters may be used to make millions of acres of semi-desert lands useful for cultivation. It was made before more than eight hundred members of the Commonwealth Club in San Francisco, in 1922. The chairman, Mr. Thomas D. Boardman, introduced Mr. Hoover with the following words:

"Gentlemen: I think it could be said of very few men that they could be introduced to an audience in any part of the civilized world without the necessity of an explanation as to why they are in the public eye, or what have been their achievements. And of these few, there is a very small number, indeed, of whom it can be said, 'This man is not only universally known, but universally respected and admired.'

"It is one thing to be in the public eye, and a very differ-

## Herbert Hoover

ent thing to find a place in the hearts of men. In many distant corners of this troubled world, the name of our guest of to-day is held in highest esteem and affection, in the hearts of literally millions of men, women, and children. And at home? It is not very long ago, Mr. Secretary, when hundreds of those composing this audience wore in the lapels of their coats buttons bearing your name or your image, proclaiming the fact that they regarded you as a man eminently well fitted to occupy the highest position in this land.

"We welcome our guest to-day, therefore, not only as a man loved and respected at home and abroad, but as a Californian. We welcome him too as a member of the Commonwealth Club.

"Gentlemen, it is with the greatest pleasure that I present the Secretary of Commerce, the Honorable Herbert Hoover."]

Mr. Chairman and Fellow Members of the Commonwealth Club: It is a great pleasure to meet with the Commonwealth Club, of which I have for many years been a member.

In discussion with your directors as to what matters I could profitably take up to-day, they have suggested that the profound interest of this Club in the development of the West warrants some discussion of the problems of the Colorado River, on which I have been wholly engrossed for the last thirty days. The matter is of primary interest to the people of California, and action for its development must be taken by the State in unity with other states in the West.

## Great Speeches

The Colorado River Basin is the greatest single asset of our undeveloped national resources. Its development is of importance not only to the nation, to the states in the basin, and to Southern California, but it is of importance to Northern California. The full use of the Colorado River will double the population of the basin states from Wyoming to Arizona, and the vast growth in the hinterland of California will not fail to increase  
10 your prosperity, and its development becomes of interest to you.

The river gathers like the ribs in a fan spread over the upper basin states of Wyoming, Utah, Western Colorado, and New Mexico, gathering  
15 in at the great canyon for a course of one thousand miles through barren mountains, finally ready to spread again over the great plains of the lower basin. There are two and a half million acres under irrigation to-day, and the development can  
20 go no further without large engineering works for control and storage.

There are a further four million acres to be served if these works be constructed, and as an incident of them four million horsepower will be developed,  
25 nearly twice the power of the whole Sierras. There is thus an asset to be added to the nation in an agricultural area larger than the State of Maryland, and capable of supporting three million people.

The storage is required not only to save the water

## Herbert Hoover

for use, but to control the great spring floods. Most of you know that the major volume of water comes with a rush after the melting snows, not only running to waste, but also bringing great jeopardy to the lower valleys in California and Arizona. 5 You recollect the great break into the Salton Sea some years ago, and the herculean effort to turn it out.

The Imperial Valley of to-day — the Salton Sea of yesterday — has now 50,000 California people 10 dependent upon it with homes and farms worth \$75,000,000. The valley could grow to three times this value if the river were controlled. The floods become more dangerous each year because the river builds its bed higher and higher from the silt it 15 carries, until the building of dykes becomes an annual battle for life in the south. Nor would this be an ordinary flood if it were to break again into the valley. A permanent break would mean the destruction of the Imperial Valley, for the valley 20 is below sea level.

The canyons of the river lend themselves to great and easy storage and control works. One dam alone will store the whole flow of the river for fourteen months. It would develop eight hundred 25 thousand horsepower and would bring in two million acres of fertile land. Nature has never been so kind in her engineering preparations.

I have had the honor to serve as chairman of the

## Great Speeches

Colorado River Commission during the past twelve months. It has been the purpose of this commission to lay down the broad principles for the development of this, the greatest asset of the Southwest.

All the problems very naturally divided themselves into two parts, that is, into the two basins of the river separated by the canyon. The character of agriculture, and of industry, and the engineering problems in the two basins are of widely different nature, and it became the natural and logical thing to divide the Colorado River into two parts at the canyon, and to assign to each part a certain portion of the flow of the river permanently, and to develop the two basins as two separate principalities.

The development of the lower basin requires the erection at once of a great dam in the neighborhood of Boulder Canyon, where a unique site exists capable of making a lake so large as to retain the entire flow of the Colorado River for one year, and thus to allow a discharge of water on to the fertile valleys of the south, robbed of its destructive qualities and turned to the service of man.

This engineering work is the largest ever proposed in the history of the conservation of water. It involves a dam twice as high as any ever hitherto built. Nor need this dam all be built at the moment: but it can be builded in parts in such a manner that as the need grows it can be extended.



## Herbert Hoover

It should add two million acres of fertile land to California and Arizona, and, as an incident, present these states with nearly a million of horsepower.

If during the century to come even more water can be availed of, another great site for a dam exists at Glen Canyon, where almost a similar sum of water can be secured, and thus it would be possible to save every drop of water from the high flows of certain years to the years of lesser rainfall, until the day will come when every drop of the Colorado 10 River can be spread upon the land.

It is therefore the view of the Commission that the next step to be taken is the erection of a sufficient part of this dam to provide safety from floods and to give storage for another million acres of 15 land, and I earnestly recommend it to your support.

## VI. THE FOURTH OF JULY

Since the time of the Declaration of Independence, the people of the United States have held the Fourth of July as their chief national holiday, and on the anniversary of the birthday of the nation, have listened to patriotic addresses by great speakers.

Of all these speeches, three have been selected, and are given here as being among the greatest, and as showing not only the devotion of the nation to its first great ideals, but also a progress and growth in these very ideals through nearly a century and a half of national life.

The first is the speech supposed by Daniel Webster to have been made by John Adams in the convention which decided upon signing the Declaration of Independence.

The second was made by Robert Y. Hayne, in the early days of the Republic, when the world was looking on at the experiment of a republic in America, and wondering if it would last.

The third was made, in London, by the American ambassador, Walter Hines Page. It might at first thought seem strange that a Fourth of July speech should have been made in London. But you will see when you read the speech how appropriate it was.

# Daniel Webster

13

## JOHN ADAMS ON THE DECLARATION OF INDEPENDENCE

By Daniel Webster

[When the Congress of the Revolution was discussing the matter of declaring independence of Great Britain, one of the strongest leaders in favor of the measure was John Adams. He was a man of great ability, honored and trusted by the people, so that whatever he said had great weight. Many of the representatives who gathered at that meeting, however, were not ready to take such a fateful and dangerous step, and some of them opposed the Declaration. It is probable that the speech of John Adams won the decision in favor of the Declaration.

The meetings of the Congress of 1776 were held behind closed doors, and no reports were made of the speeches. None was ever written out and handed down to us. This "speech of Adams" was made and delivered afterwards, as was the speech which opposed the Declaration, by Webster, who knew, as did every one at that time, what were the common arguments both for and against the step. Webster put these into the speeches, representing as nearly as possible the thoughts and feelings of the two men on the subject. The two speeches were part of a much longer address made by Webster in 1826, in Faneuil Hall in honor of Adams and Jefferson, who died on the same day, July 4, 1826.

The "speech of John Adams" is a very powerful one, full of the high courage, noble daring, and tremendous force that come from a full and unselfish devotion to country.

Hancock is the presiding officer. According to Webster, one of the members, who is not yet ready to vote for the

## Great Speeches

declaration of independence, is on the floor, giving his reasons against the measure :

“Let us pause ! This step, once taken, cannot be retraced. This resolution, once passed, will cut off all hope of reconciliation. If success attend the arms of England, we shall then be no longer Colonies, with charters and with privileges ; these will all be forfeited by this act ; and we shall be in the condition of other conquered people, at the mercy of the conquerors. For ourselves, we may be ready to run the hazard ; but are we ready to carry the country to that length ? Is success so probable as to justify it ? Where is the military, where the naval power, by which we are to resist the whole strength of the arm of England, for she will exert that strength to the utmost ? Can we rely on the constancy and perseverance of the people ? or will they not act as the people of other countries have acted, and, wearied with a long war, submit, in the end, to a worse oppression ? While we stand on our old ground, and insist on redress of grievances, we know we are right, and are not answerable for consequences. Nothing, then, can be imputed to us.

“But if we now change our object, carry our pretensions farther, and set up for absolute independence, we shall lose the sympathy of mankind. We shall no longer be defending what we possess, but struggling for something which we never did possess, and which we have solemnly and uniformly disclaimed all intention of pursuing, from the very outset of the troubles. Abandoning thus our old ground, of resistance only to arbitrary acts of oppression, the nations will believe the whole to have been mere pretense, and they will look on us, not as injured, but as ambitious subjects. I shudder before this responsibility. It will be on us, if, relinquishing the ground on which we have stood so long, and stood so safely, we now proclaim independence, and carry on the war for that object, while these cities burn, these

## Daniel Webster

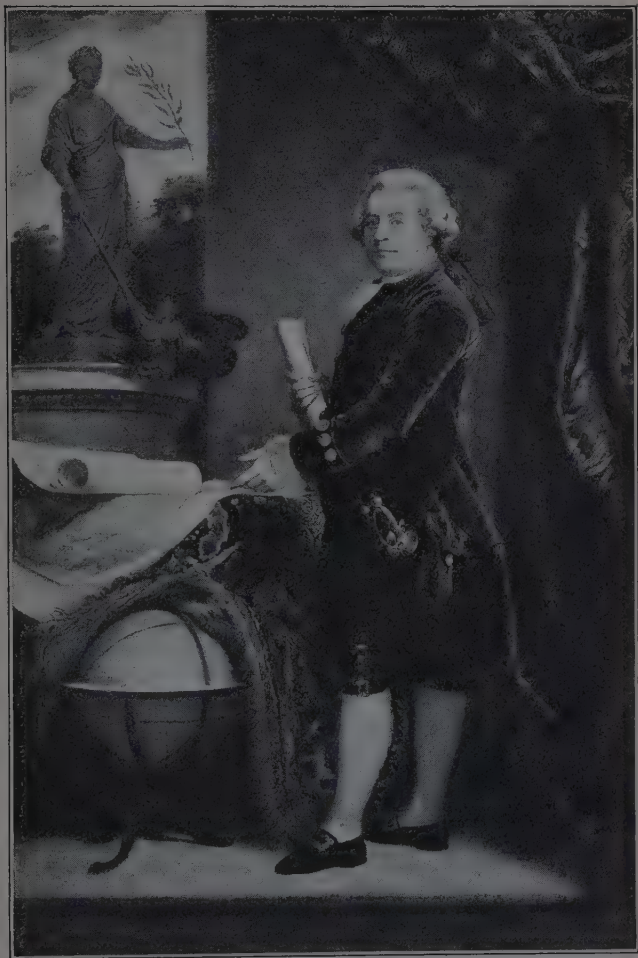
pleasant fields whiten and bleach with the bones of their owners, and these streams run blood. It will be upon us, it will be upon us, if, failing to maintain this unseasonable and ill-judged declaration, a sterner despotism, maintained by military power, shall be established over our posterity, when we ourselves, given up by an exhausted, a harassed, a misled people, shall have expiated our rashness and atoned for our presumption on the scaffold.'"]

Sink or swim, live or die, survive or perish, I give my hand and my heart to this vote. It is true, indeed, that in the beginning we aimed not at independence. But there's a Divinity which shapes our ends. The injustice of England has 5 driven us to arms; and, blinded to her own interest for our good, she has obstinately persisted, till independence is now within our grasp. We have but to reach forth to it, and it is ours. Why, then, should we defer the Declaration? Is any man so weak as 10 now to hope for a reconciliation with England, which shall leave either safety to the country and its liberties, or safety to his own life and his own honor? Are not you, Sir, who sit in that chair, is not he, our venerable colleague near you, are you 15 not both already the proscribed and predestined objects of punishment and of vengeance? Cut off from all hope of royal clemency, what are you, what can you be, while the power of England remains, but outlaws? If we postpone independence, 20 do we mean to carry on, or to give up, the war? Do we mean to submit to the measures of Parlia-

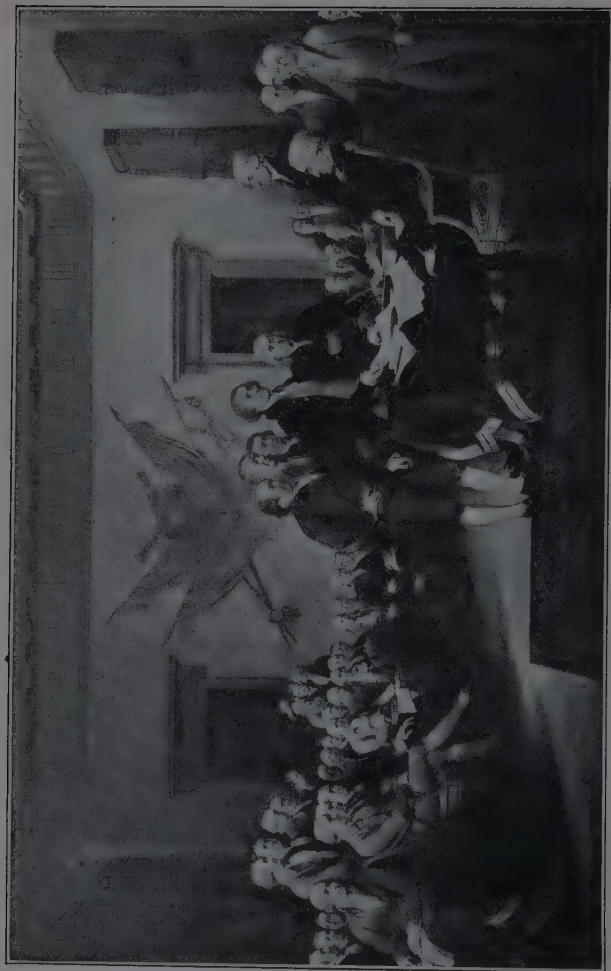
## Great Speeches

ment, Boston Port Bill and all? Do we mean to submit, and consent that we ourselves shall be ground to powder, and our country and its rights trodden down in the dust? I know we do not  
5 mean to submit. We never shall submit. Do we intend to violate that most solemn obligation ever entered into by men, that plighting, before God, of our sacred honor to Washington, when, putting him forth to incur the dangers of war, as well as  
10 the political hazards of the times, we promised to adhere to him, in every extremity, with our fortunes and our lives? I know there is not a man here, who would not rather see a general conflagration sweep over the land, or an earthquake sink  
15 it, than one jot or tittle of that plighted faith fall to the ground. For myself, having, twelve months ago, in this place, moved you, that George Washington be appointed commander of the forces raised, or to be raised, for defense of American liberty,  
20 may my right hand forget her cunning, and my tongue cleave to the roof of my mouth, if I hesitate or waver in the support I give him.

The war, then, must go on. We must fight it through. And if the war must go on, why put off  
25 longer the Declaration of Independence? That measure will strengthen us. It will give us character abroad. The nations will then treat with us, which they never can do while we acknowledge ourselves subjects, in arms against our sovereign.



JOHN ADAMS



THE SIGNING OF THE DECLARATION OF INDEPENDENCE



## Daniel Webster

Nay, I maintain that England herself will sooner treat for peace with us on the footing of independence, than consent, by repealing her acts, to acknowledge that her whole conduct towards us has been a course of injustice and oppression. Her <sup>5</sup> pride will be less wounded by submitting to that course of things which now predestinates our independence, than by yielding the points in controversy to her rebellious subjects. The former she would regard as the result of fortune; the latter she would <sup>10</sup> feel as her own deep disgrace. Why, then, why then, Sir, do we not as soon as possible change this from a civil to a national war? And since we must fight it through, why not put ourselves in a state to enjoy all the benefits of victory, if we gain <sup>15</sup> the victory?

If we fail, it can be no worse for us. But we shall not fail. The cause will raise up armies; the cause will create navies. The people, the people, if we are true to them, will carry us, and <sup>20</sup> will carry themselves, gloriously, through this struggle. I care not how fickle other people have been found. I know the people of these Colonies, and I know that resistance to British aggression is deep and settled in their hearts and cannot be <sup>25</sup> eradicated. Every Colony, indeed, has expressed its willingness to follow, if we but take the lead. Sir, the Declaration will inspire the people with increased courage. Instead of a long and bloody

## Great Speeches

war for the restoration of privileges, for redress of grievances, for chartered immunities, held under a British king, set before them the glorious object of entire independence, and it will breathe into  
5 them anew the breath of life. Read this Declaration at the head of the army; every sword will be drawn from its scabbard, and the solemn vow uttered, to maintain it, or to perish on the bed of honor. Publish it from the pulpit; religion will  
10 approve it, and the love of religious liberty will cling round it, resolved to stand with it, or fall with it. Send it to the public halls; proclaim it there; let them hear it who heard the first roar of the enemy's cannon; let them see it who saw their  
15 brothers and their sons fall on the field of Bunker Hill, and in the streets of Lexington and Concord, and the very walls will cry out in its support.

Sir, I know the uncertainty of human affairs, but I see, I see clearly, through this day's business.  
20 You and I, indeed, may rue it. We may not live to the time when this Declaration shall be made good. We may die; die colonists; die slaves; die, it may be, ignominiously and on the scaffold. Be it so. Be it so. If it be the pleasure of Heaven  
25 that my country shall require the poor offering of my life, the victim shall be ready, at the appointed hour of sacrifice, come when that hour may. But while I do live, let me have a country, or at least the hope of a country, and that a free country.

## Robert Y. Hayne

. But whatever may be our fate, be assured that this Declaration will stand. It may cost treasure, and it may cost blood ; but it will stand, and it will richly compensate for both. Through the thick gloom of the present I see the brightness of the future as the sun in heaven. We shall make this a glorious, an immortal day. When we are in our graves, our children will honor it. They will celebrate it with thanksgiving, with festivity, with bonfires, with illuminations. On its annual return <sup>10</sup> they will shed tears, copious, gushing tears, not of subjection and slavery, not of agony and distress, but of exultation, of gratitude, and of joy. Sir, before God, I believe the hour has come. My judgment approves this measure, and my whole <sup>15</sup> heart is in it. All that I have and all that I am, and all that I hope in this life, I am now here ready to stake upon it ; and I leave off, as I began, that live or die, survive or perish, I am for the Declaration. It is my living sentiment, and by the bless- <sup>20</sup> ing of God, it shall be my dying sentiment — Independence now and independence forever !

### 14

## THE ONLY FREE COUNTRY ON EARTH

By Robert Y. Hayne

[This speech was made in the far-away year of 1814, in St. Philip's Church, Charleston, South Carolina. Robert Y. Hayne was at that time a brilliant young orator who was considered to be rivaled as a speaker only by Webster. He

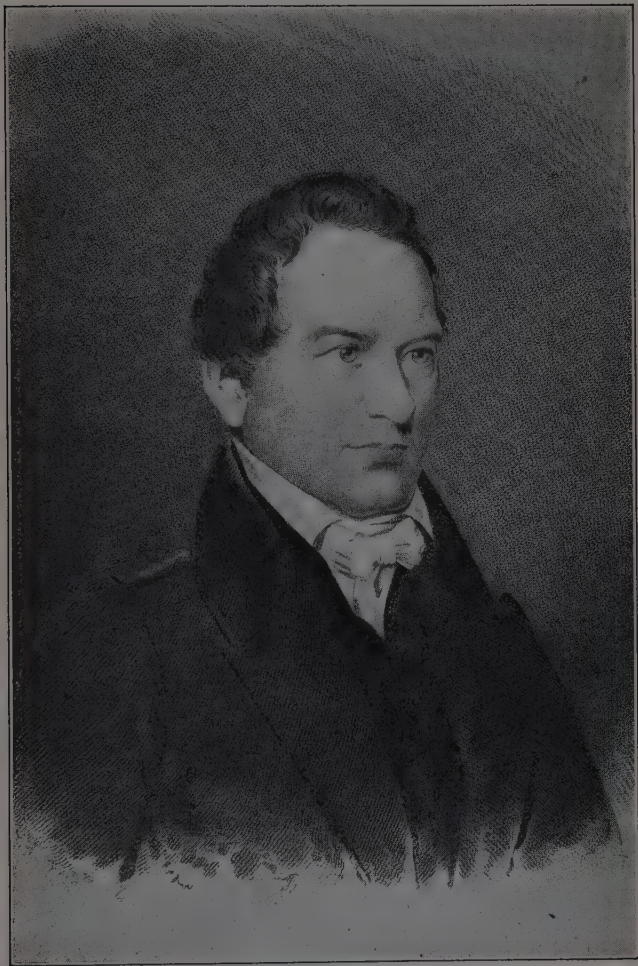
## Great Speeches

and Webster met later for a great debate or discussion which you will probably read when you are older.]

Fellow Citizens! Our Country, at this moment, exhibits one of the most interesting spectacles the world has ever seen; a spectacle so august, so splendid, so sublime, that it must be grateful to  
5 the sight of God and man. Millions of freemen now crowd the temples of the Most High, and offer the incense of gratitude on his holy altars. Let us, then, on this day, forgetting the cares and misfortunes of life, give ourselves wholly to our country,  
10 and like the children of one great family, celebrate the natal day of our common parent.

It may not be improper, on this occasion, to consider the high privileges of our country.

In what, then, my countrymen, does your su-  
15 perior lot consist? Does the verdure of your fields delight the eye? The vineyards of France and Italy display equal beauty. Are your mountains objects of admiration? Visit that unfortunate, though magnanimous people who once, like your-  
20 selves, triumphed over oppression, and in the glaciers of Switzerland you will behold nature in all her grandeur and sublimity. It is not, then, the superior natural advantages we enjoy, but the happy government under which we live, the govern-  
25 ment of laws, and not of men, that eminently distinguishes the American citizen from the subject of a king.



ROBERT Y. HAYNE



## Walter Hines Page

The United States of America is the only free country on earth. We can boast of a constitution, superior even to the laws, which creates the government, and confines each department <sup>1</sup> to its proper sphere. In the pursuit of happiness we have no <sup>5</sup> restraints on our inclinations but the innocence of our ends. Every avenue is opened to enterprise. How mild, how benign, how beautiful, is the countenance of religion in this happy land! Such, fellow citizens, is our greatly happy lot! Such is <sup>10</sup> the legacy bequeathed to us by our fathers, in trust, for millions yet unborn. We all have duties to perform — the most sacred are those which we owe to God and our country. He cannot be a virtuous man, who is not a patriotic citizen. <sup>15</sup>

15

### THE EXTENSION OF LIBERTY

By Walter Hines Page

[This Fourth of July speech was made just about a hundred years after the speech of Hayne. You can see by comparing the two speeches that great progress in our national life and in our way of thinking had been made in that hundred years.

This speech was made at a dinner in London in 1917, by Walter Hines Page, ambassador to England. Although he

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<sup>1</sup> The departments of our government are the legislative, which makes the laws, the executive, which sees that they are carried out, and the judicial, which explains what they mean and how they are to be applied.

## Great Speeches

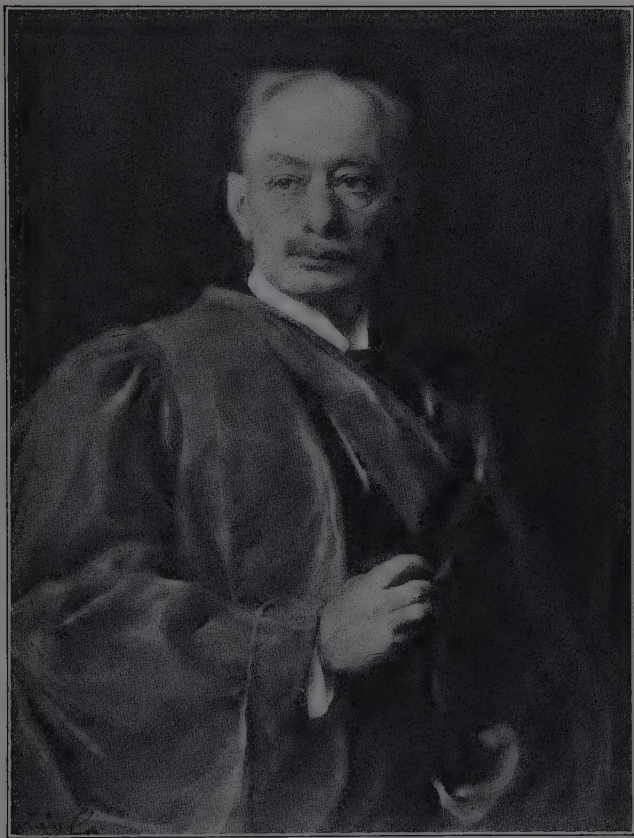
held such high office, you will note that his language is simple, and his speech is short.]

For one hundred and forty years American citizens have celebrated the birthday of the Republic, reminding one another of their political, social, and religious freedom, and during that  
5 period their liberties have been extended and fortified by their keeping in mind that the remedy for the shortcomings of democracy was the application of more democracy. Thus that anniversary has become the most sacred day in our calendar.  
10 Every American present can picture to himself that august spectacle of the millions of their fellow-citizens assembled to-day in every state to celebrate with reverence, if with noise, the immortal structure of government and of society which our fathers  
15 fashioned out of their ideal.

We have now begun a new era in the history of the world. Hitherto we have been concerned chiefly with the development and the extension of liberty at home. We have now entered upon a  
20 larger crusade to help in the extension of liberty in this Old World, since the foundations of liberty throughout the whole world have been assailed.

We have committed ourselves to this crusade because otherwise we could not keep our future  
25 birthdays worthily. And whither does this commitment lead us? It leads us first to victory, and then it leads to our making sure that this victory





WALTER HINES PAGE



## Walter Hines Page

shall be permanent. And then whither does it lead? It must lead us inevitably and joyfully to a definite and permanent understanding with all other steadfast friends of freedom.

This kingdom is the steadfast friend of freedom. 5  
In the celebration of this birthday we therefore dedicate ourselves not only to our own ideals, but likewise to the additional task of strengthening our close friendships with this other branch of the English-speaking world. It is the earnest wish, 10  
I might say the dearest wish, of every American here to dedicate himself to this task. More than that, it is the earnest wish of every true American everywhere.

Let us now, remembering that during our resi- 15  
dence here we have enjoyed the hospitality of this land and made lifelong friends here, give ourselves to making a closer understanding, that the unity of these two peoples and these two Governments shall be the immutable basis of sympathetic re- 20  
lations forever.

## VII. FRIENDSHIP WITH FRANCE

One of the facts in the history of the United States in which Americans take great pride and pleasure is that ever since we have been a nation we have had a close friendship with France. The names of Franklin in France and Lafayette in America make a strong appeal to friendly hearts.

Our love for France is handed down from age to age by great speeches made by distinguished visitors from France who have come to our country, and by American speakers who have put into words the love felt by our country for its early friend.

One of these speakers was Henry Clay. He was the one who in the name of the government welcomed Lafayette himself when Lafayette returned to the United States for a visit.

As Clay was known as the "Great Pacificator," it was very suitable that he should be the one to express our kindly feeling toward another nation.

You will enjoy his speech more if you first get better acquainted with the man.

### HENRY CLAY

In the little town of Lexington, Kentucky, in the year 1797, a debating society was holding a meeting. The young men of the town had organized the society to discuss topics of current interest. A new member was present that night, a young lawyer, tall, slender, light-haired, blue-eyed, just twenty years old, recently come from Virginia, named Henry Clay.

## Henry Clay

He sat listening to the speeches of the various members, a little self-distrustful, but taking in everything with eagle-eyed keenness, a silent new-comer.

As the chairman was about to take the vote on some matter that had been discussed, Henry Clay whispered to the member who sat beside him, "They haven't yet said all there is to say on that subject."

The member at once called out, "Mr. Chairman, Mr. Clay would like to speak on this question."

Henry Clay, thus forced to rise, began, "Gentlemen of the jury"; then realizing that he was not before a jury, the young lawyer grew red in the face and made another start.

"Gentlemen of the jury," he began again, but this was no improvement. Henry Clay, however, though unpracticed in speaking, had something he wanted to say that night. The company was kind and encouraging, and he collected his wits and went on, making a speech which, it is said, surprised and pleased all who heard it.

A business man now living, himself a successful speaker, connected with an important industry with branches in all parts of the world, says: "Contemplating our maiden speech is like standing on the banks of a cold stream, waiting for our first lesson in swimming. The first strokes are the hardest. If some one will only push us in, the worst is quickly over, and after that the results do not depend so much upon the gifts of the gods as on the love of labor."

Henry Clay was pushed in to make his first speech. From that time on, the young lawyer in the little pioneer town, without influential friends, or, as he himself said, even the means of paying his weekly board, stepped into a reputation which he ever afterward maintained, and into a good paying practice. According to one biographer, he became altogether the most prominent man in America during the period in which he lived.

# Great Speeches

Henry Clay had been, as a boy, the secretary to Judge George Wythe, of Richmond, a man noted for his learning and for his uprightness. He had worked also for Robert Brooke, the Attorney General and former Governor of Virginia, through whom he had become acquainted with almost all the prominent Virginians of that time. Twice he had heard Patrick Henry speak. This magnificent orator made a deep impression upon the mind of the boy who was himself to become one of the greatest orators of his period. It is no doubt due largely to the fact that he was early thrown with these fine men that Henry Clay became a man of high principle, and like them, made a habit of using choice language.

The speech of Henry Clay, given below, delivered in the House of Representatives in Washington in 1824, in honor of Lafayette, is in the nobility of its feeling and the dignity of its language a worthy expression of the character of the man.

## 16

### ADDRESS OF WELCOME

By Henry Clay

[In 1824, General Lafayette returned to the United States for a final visit. With him were his son, George Washington Lafayette, M. Auguste Le Vasseur, and one servant. He made a tour of the whole country, and was everywhere received with great honor.

The following account of his visit to Washington and to the House of Representatives, where he was welcomed by the speech of Henry Clay, is taken almost word for word from accounts published about the time of Lafayette's visit, and preserves the quaint punctuation and wording of that time.

# Henry Clay

“In the year 1824 General Lafayette visited the United States as the guest of the Nation, and was welcomed with the most gratifying testimonies of affection and respect by the whole American people, in behalf of whose rights and liberty he had so gallantly fought, and performed other important services, during the Revolutionary War.

“The General landed in New York in 1824, in August, after a voyage of thirty-one days, (having embarked at the same place forty years before, namely, on his return to France).

“After visiting various parts of the United States, he was received at the City of Washington by the people and public authorities, with distinguished honors, and a splendor becoming the Capital of the nation.

“A salute was fired on the arrival of the procession at the boundary lines. The street, for upwards of two miles, was lined on each side with citizens and strangers, in carriages and on foot, to welcome their benefactor and friend.

“The General’s barouche was neatly and appropriately decorated, and drawn by four grey horses, handsomely caparisoned, and led by four grooms, dressed in white, with blue sashes. The following is the order in which the procession entered the Capitol, attended by marshals :

Two Marshals in advance  
Cavalry  
Detachment of marines  
General Smith’s brigade  
Committee of arrangements  
Marshal in Chief  
General Lafayette  
The General’s suite  
Revolutionary Officers  
Officers of the army and navy  
Officers of the militia

# Great Speeches

Troop of cavalry  
Company of artillery  
Infantry . . .  
Faculty and Students of colleges  
Societies and other organizations  
Cavalcade of citizens

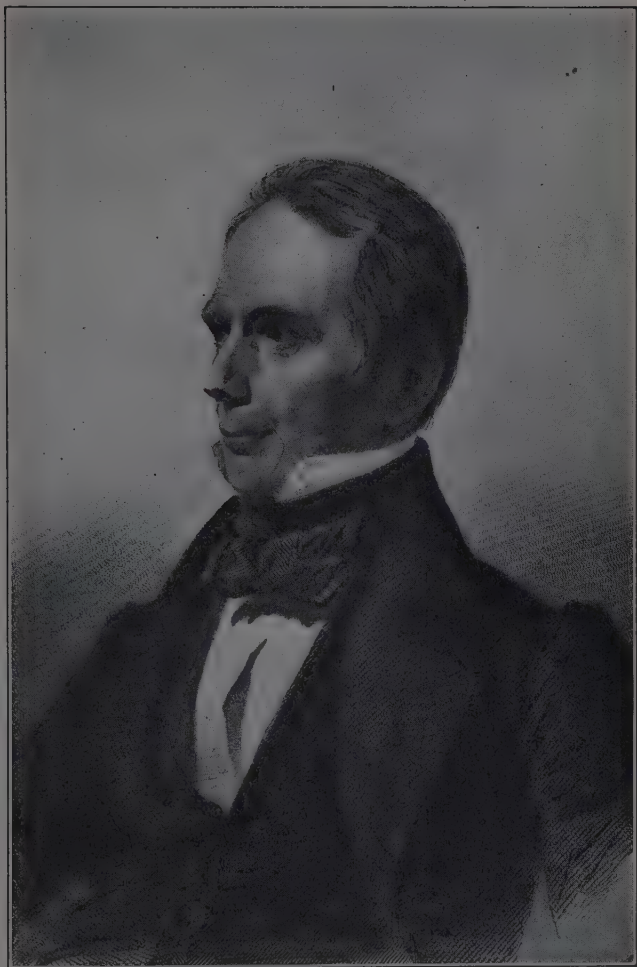
"The eastern front of the Market House, on the East Capitol Street, was formed into an arch, and decorated with appropriate mottoes and emblematic devices, and surmounted by a living eagle, who moved his wings at the moment the General passed, as if stimulated by the feelings of delight which animated all.

"After passing under an arch tastefully decorated, the General was met by twenty-five young ladies, from nine to fourteen years of age, representing the twenty-four states of the Union and the District of Columbia. This interesting little group was dressed in white and blue sarcenet scarfs, and wreaths of roses around their temples. Each bore a banner, designating the state which she represented. With some juvenile companions in uniform, they took their stations on both sides of the civic arch.

"As soon as the General had entered, Miss Sarah M. Waterston, representing the District of Columbia, and about fourteen years old, advanced, and addressed him in the following words :

"General Lafayette: A new generation, as well as new cities and new states, have risen to welcome thy return to the land thy valor assisted to make free. In us, Sir, you behold the youthful offspring of those whose lives you protected, and whose safety you watched over, in the hour of peril, and amidst the conflicts of war. . . . Accept, illustrious Chief, this humble homage of our young, but grateful, hearts. The present generation esteem and honor you; and millions, yet unborn, will love and venerate your name.'





HENRY CLAY



## Henry Clay

"The General thanked them cordially, and with deep emotion, shook hands with each.

"He then proceeded to the White House, where he was cordially received by President Monroe, and officers of the army and navy, with every demonstration of respect and attention.

"At one o'clock, having received a special invitation from the House, General Lafayette appeared at the door of the House of Representatives, attended by the Committee appointed for that purpose, consisting of twenty-four members, one for each state. He was introduced to the House by Mr. Mitchell, the chairman.

"On the General's entry, the members and persons admitted to the floor of the House, arose, and remained standing, uncovered.

"The General was conducted to a sofa, placed for his reception.

"The Speaker, Henry Clay, then arose, and in behalf of the House, addressed the nation's guest in the following eloquent strain, adorned by those graces of oratory for which he is distinguished : "]

General: The House of Representatives of the United States, impelled alike by its own feelings and by those of the whole American people, could not have assigned to me a more gratifying duty than that of presenting to you cordial congratulations, upon the occasion of your recent arrival in the United States, and to assure you of the very high satisfaction which your presence affords on this early theater of your glory and renown.

Although but few of the members which compose this body shared with you in the War of our Revo-

## Great Speeches

lution, all have, from impartial history, or from faithful tradition, a knowledge of the perils, the sufferings, and the sacrifices which you voluntarily encountered, and the signal service, in America and  
5 in Europe, which you performed for an infant, a distant, and an alien people; and all feel and own the very great extent of the obligations under which you have placed our country.

But the relations in which you have ever stood  
10 to the United States, interesting and important as they have ever been, do not constitute the only motive of the respect and admiration which the House of Representatives entertains for you. Your consistency of character, your uniform devotion to  
15 a regulated liberty, in all the vicissitudes of a long and arduous life, also command its admiration. During all the recent convulsions of Europe, amid as after the dispersion of every political storm, the people of the United States have beheld you, true  
20 to your old principles, firm and erect, cheering and animating with your well-known voice the votaries of liberty, its faithful and fearless champion, ready to shed the last drop of that blood which here you so nobly and freely spilled in the same holy cause.  
25 - The vain wish has sometimes been indulged, that Providence would allow the patriot, after death, to return to his country and to contemplate the intermediate changes which had taken place: to view the forests felled, the cities built, the moun-

## Henry Clay

tains leveled, the canals cut, the highways constructed, the progress of the arts, the advancement of learning, the increase of population.

General, your present visit to the United States is a realization of the consoling object of that wish. <sup>5</sup> You are in the midst of posterity. Everywhere you must have been struck with the great changes, physical and moral, which have occurred since you left us. Even this very city, bearing a venerated name, alike endeared to you and to us, has <sup>10</sup> since emerged from the forest which then covered its site.

In one respect you behold us unaltered, and this is in the sentiment of continued devotion to liberty and of ardent affection and profound gratitude to <sup>15</sup> our departed friend, the Father of his Country, and to you and your illustrious associates in the field and in the cabinet; for the multiplied blessings which surround us, and for the very privilege of addressing you which I now exercise. <sup>20</sup>

This sentiment, now cherished by more than ten million people, will be transmitted with unabated vigor down the tide of time, through the countless millions who are destined to inhabit this continent, to the latest posterity. <sup>25</sup>

# Great Speeches

17

## ADDRESS BEFORE THE HOUSE OF REPRESENTATIVES

By General Lafayette

[At the end of Clay's address, Lafayette made a speech of response.

After the General and members had resumed their seats, and a short pause ensued, Mr. Mitchell moved an adjournment, which was immediately carried.

The Speaker then descended from the chair, and most affectionately saluted the General. His example was followed by the other members.

Congress, however, was not satisfied with mere words. After the departure of General Lafayette, a bill was introduced, and immediately passed, appropriating the sum of \$200,000, together with 24,000 acres of land, to be selected from the most fertile section of the public domain, as a slight testimony to the regard which the American people entertained for the services and sacrifices of Lafayette in the cause of American independence. Lafayette, who was at Annapolis when the bill was brought forward, was overcome at what he was pleased to regard as the munificence of Congress.]

Mr. Speaker, and Gentlemen of the House of Representatives: While the people of the United States and their honorable Representatives in Congress have deigned to make choice of me, one of the American veterans, to signify, in his person, their esteem for our joint services, and their attachment to the principles for which we have had the

## General Lafayette

honor to fight and bleed, I am proud and happy to share those extraordinary favors with my dear Revolutionary companions. Yet it would be on my part uncandid and ungrateful not to acknowledge my personal share in those testimonies of kindness, 5 as they excite in my breast emotions which no adequate words can express.

My obligations to the United States, Sir, far exceed any merit I might claim. They date from the time when I had the happiness to be adopted 10 as a young soldier, a favored son of America. They have been continued to me during almost half a century of constant affection and confidence, and now, Sir, thanks to your most gratifying invitation, I find myself greeted by a series of welcomes, one 15 hour of which would more than compensate for the public exertions and sufferings of a whole life.

The approbation of the American people, and their Representatives, for my conduct during the 20 vicissitudes of the European Revolution, is the highest reward I could receive. Well may I stand firm and erect, when in their names, and by you, Mr. Speaker, I am declared to have, in every instance, been faithful to those American principles of 25 liberty, equality, and true social order, the devotion to which, as it has been from my earliest youth, so shall it continue to be to my latest breath.

You have been pleased, Mr. Speaker, to allude

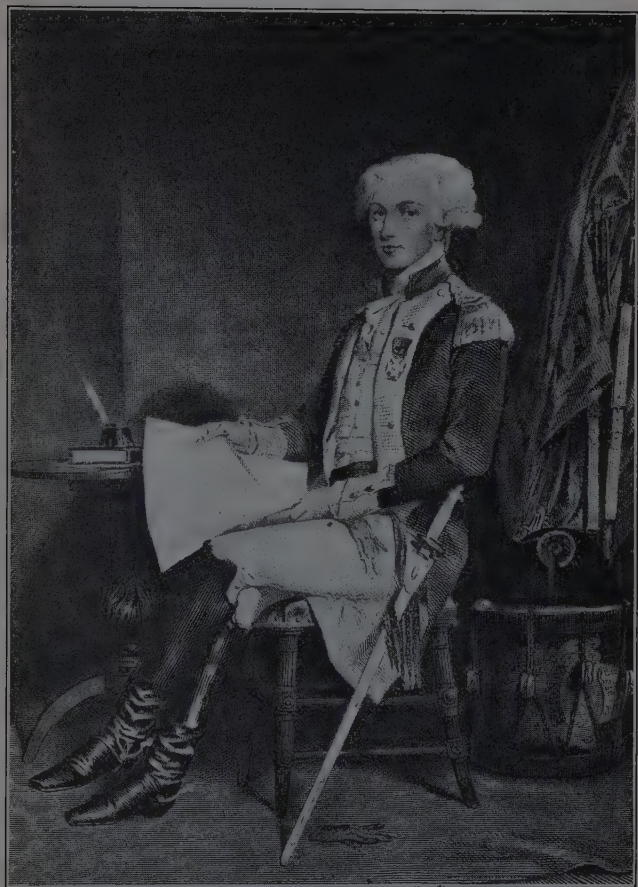
## Great Speeches

to the peculiar felicity of my situation, when after so long an absence, I am called to witness the immense improvements, the admirable communications, the prodigious creations of which we find an  
5 example in this city, whose name itself is a venerated palladium — in a word, all the grandeur and prosperity of these happy United States, which, at the same time they nobly secure the complete assertion of American independence, reflect on  
10 every part of the world the light of a far superior political civilization.

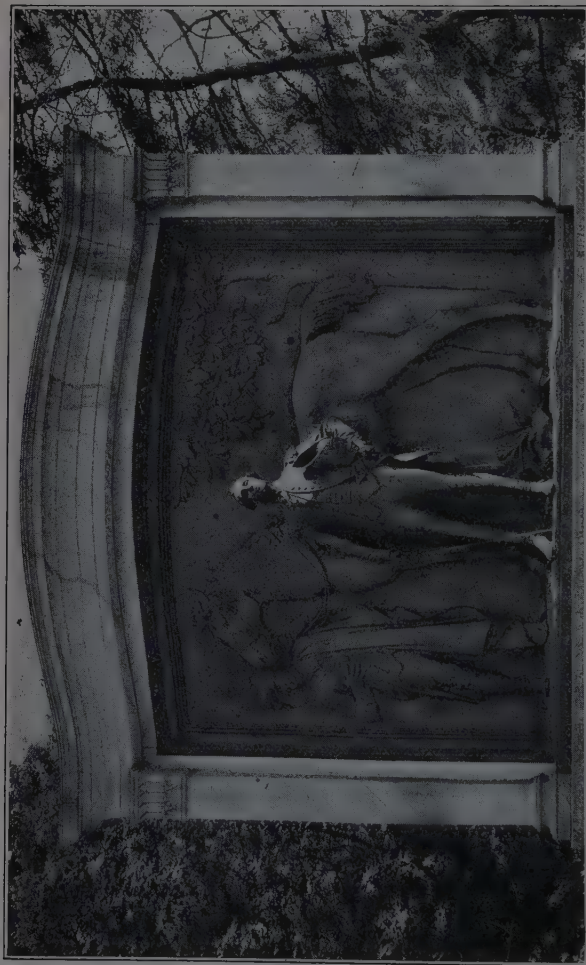
What better pledge can be given of a persevering national love of liberty, when those blessings are evidently the result of a virtuous resistance to  
15 oppression, and the institutions founded on the rights of man, and the Republican principle of self-government. No, Mr. Speaker, posterity has not begun for me, since in the sons of my companions and friends I find the same public feelings, and,  
20 permit me to add, the same feelings in my behalf, which I have had the happiness to experience in their fathers.

Sir, I have been allowed, forty years ago, before a Committee of a Congress of thirteen States, to  
25 express the fond wishes of an American heart. On this day, I have the honor, and enjoy the delight, to congratulate the Representatives of the Union, so vastly enlarged, on the realization of those wishes, even beyond every human expectation, and upon





THE MARQUIS DE LAFAYETTE



*By Ewing Galloway, N. Y.*

LAFAYETTE MONUMENT IN PROSPECT PARK, BROOKLYN, NEW YORK

Designed by Daniel Chester French.

## Daniel Webster

the almost infinite prospects we can with certainty anticipate.

Permit me, Mr. Speaker, and Gentlemen of the House of Representatives, to join, to the expression of those sentiments, a tribute of my lively gratitude, s affectionate devotion, and profound respect.

### 18

## BUNKER HILL MONUMENT ADDRESS

By Daniel Webster

[In connection with the speeches of Clay and Lafayette, you will be interested in reading the speech of Daniel Webster, a famous orator of Massachusetts, who made the chief address at the laying of the cornerstone of the Bunker Hill Monument, June 17, 1825. This monument was a memorial in honor of those heroes of the Revolutionary War who died in the Battle of Bunker Hill.

Lafayette was present on this great day, and Webster gave a part of his speech to the praise of this living hero of the Revolution, and the other veterans who formed part of his audience.

Thousands came from Boston and nearby places to hear the speech of Daniel Webster. It was a great day for Boston. The air was cool, the sky was clear, and the trees were green with the leaves of early summer. At about ten o'clock the procession started from the State House. Soldiers in their fine uniforms led. Next, riding in carriages, came about two hundred veterans of the War, aged men, gray and feeble. About forty of them had fought in the Battle of Bunker Hill. All along the line of the procession they were greeted by the cheers of the crowds.

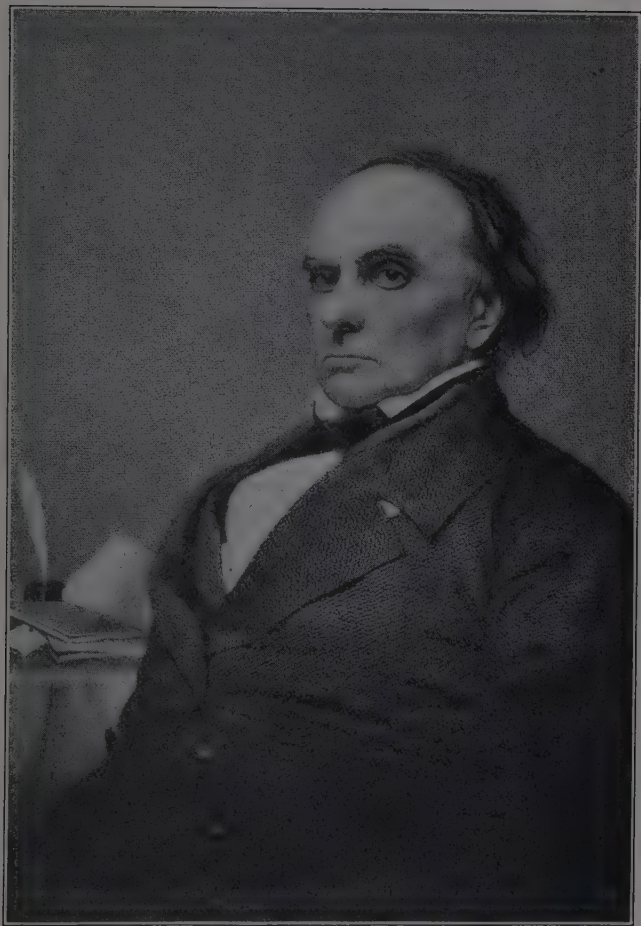
## Great Speeches

The cornerstone was laid on Breed's Hill, by the Grand Master of the Free Masons, General Lafayette, and Daniel Webster. The people then went to a large, open, sloping ground nearby, where Webster spoke to the greatest crowd that had ever gathered in Boston.

The part of Webster's speech given below is that addressed to Lafayette and the other soldiers of the Revolution.]

Sir, you have assisted us in laying the foundation of this structure. We are assembled to commemorate the establishment of great public principles of liberty, and to do honor to the distinguished dead. The occasion is too severe for eulogy of the living. But, Sir, your relation to this country, the peculiar circumstances which surround you and surround us, call on me to express the happiness which we derive from your presence and aid in this solemn commemoration.

Fortunate, fortunate man! With what measure of devotion will you not thank God, for the circumstances of your extraordinary life! You are connected with both hemispheres and with two generations. Heaven saw fit to ordain that the electric spark of liberty should be conducted, through you, from the New World to the Old; and we who are now here to perform this duty of patriotism, have all of us long ago received it in charge from our fathers to cherish your name and your virtues. You will account it an instance of your good fortune, Sir, that you crossed the seas to visit us at



DANIEL WEBSTER



## Daniel Webster

a time which enables you to be present at this solemnity.

You now behold the field, the renown of which reached you in the heart of France, and caused a thrill in your ardent bosom. You see the lines of the little redoubt thrown up by the incredible diligence of Prescott; defended to the last extremity by his lion-hearted valor; and within which the corner-stone of our monument has now taken its position. You see where Warren fell, and where <sup>10</sup> Parker, Gardner, McCleary, Moore, and other early patriots fell with him. Those who survived that day, and whose lives have been prolonged to the present hour, are now around you. Some of them you have known in the trying scenes of the <sup>15</sup> war. Behold! they now stretch forth their feeble arms to embrace you. Behold! they raise their trembling voices to invoke the blessing of God on you and yours forever.

Venerable men! You have come down to us <sup>20</sup> from a former generation. Heaven has bounteously lengthened out your lives, that you might behold this joyous day. You are now where you stood fifty years ago, this very hour, with your brothers and your neighbors, shoulder to shoulder, <sup>25</sup> in the strife for your country.

Behold, how altered! The same heavens are indeed over your heads; the same ocean rolls at your feet; but all else how changed! You hear now no



## Great Speeches

roar of hostile cannon, you see no mixed volumes of smoke and flame rising from burning Charlestown.<sup>1</sup> The ground strewn with the dead and the dying; the impetuous charge; the steady and  
5 successful repulse; the loud call to repeated assault; the summoning of all that is manly to repeated resistance; a thousand bosoms freely and fearlessly bared in an instant to whatever terror there may be in war and death — all these you  
10 have witnessed, but you witness them no more.

All is peace. The heights of yonder metropolis, its towers and roofs, which you then saw filled with wives and children and countrymen in distress and terror, and looking with unutterable emotions for  
15 the issue of the combat, have presented you to-day with the sight of its whole happy population come out to welcome and greet you with a universal jubilee. Yonder proud ships, by a felicity of position appropriately lying at the foot of this mount,  
20 and seeming fondly to cling around it, are not means of annoyance to you, but your country's own means of distinction and defense. All is peace; and God has granted you this sight of your country's happiness ere you slumber in the grave. He has allowed  
25 you to behold and to partake the reward of your patriotic toils; and he has allowed us, your sons and countrymen, to meet you here, and in the name

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<sup>1</sup> A small town, now a part of Boston, lying near the foot of Bunker Hill, where is situated the United States Navy Yard.



## Frédéric Auguste Bartholdi

of the present generation, in the name of your country, in the name of liberty, to thank you!

19

### THE FOUNDATION OF THE STATUE OF LIBERTY

By Frédéric Auguste Bartholdi

[In the harbor of the City of New York, there stands a great statue, which you all know as Liberty Enlightening the World. It was the gift of the people of France to the United States. The sculptor who made this statue was Frédéric Auguste Bartholdi. He made also the statue of Lafayette in New York.

At a dinner of the New England Society of New York, in 1876, Bartholdi was asked to respond to the toast:

“Lafayette, who gave us himself and Liberty, and  
Bartholdi, who gave us Liberty and Lafayette!”

About ten years later, when the statue was completed Bartholdi was present and assisted in the unveiling. Chauncey M. Depew, a senator and a noted speaker, made the principal address. The speeches of Bartholdi at the dinner and of Senator Depew at the unveiling of the Statue of Liberty are given to show how the spirit of friendship between the French and the American people has been prized and cherished by both nations since the time of Lafayette.]

Mr. President and Gentlemen: I am very sensible of the kindness which you express toward me — a kindness which, in fact, I have had the pleasure of finding all over your noble country, though never before have I been the object of so flattering a toast. 5

## Great Speeches

Permit me, therefore, gentlemen, in accepting it, to attribute the honor to the sentiment of which I have been the interpreter in my art — the sentiment of my countrymen.

5 In selecting me to execute the statue of Lafayette, the French Government knew that the work would be executed in a spirit at once French and American. It is no little pleasure to me that the work has gained your approval, and caused you to  
10 testify for me such cordial sympathy. I am happy, gentlemen, to have been able, on so many occasions, to testify before the committee of which I am a member, the sentiment which the Americans profess for their first and veritable friend, who came  
15 here to bring his sword to your great cause. The name of Lafayette's grandson is found on this committee, as well as the names of your most devoted friends, who need not to be mentioned, for they are forever on your lips.<sup>1</sup>

20 It is but right, gentlemen, that the young French Republic should rejoice in the glory of her elder sister, in this memorable centennial year. It is necessarily a holiday for a nation whose heart has always throbbed for the United States; for a  
25 people who, after so many long and sorrowful attempts, have at last, in this same centennial, en-

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<sup>1</sup> The American Committee for the Statue of Liberty were Wm. M. Evarts, chairman, R. Butler, secretary, H. T. Spaulding, treasurer, and General C. F. Stone, chief engineer, and others.



LIBERTY ENLIGHTENING THE WORLD  
The Statue of Liberty is in the Harbor of New York.



## Chauncey M. Depew

tered into the enjoyment of the principles and institutions for which Lafayette battled on this continent.

The sentiment of patriotism, with the love of liberty and the friendship of this nation, forms the foundation of the Statue of Liberty which I am now commissioned to erect.

Excuse, gentlemen, my imperfect speech. I hope that as you have listened to its errors your hearts have excused them, being too thoroughly American not to understand a Frenchman even when he talks English.

### 20

## **SPEECH DELIVERED AT THE UNVEILING OF THE STATUE OF LIBERTY**

**By Chauncey M. Depew**

We dedicate this statue to the friendship of nations and the peace of the world. The spirit of liberty embraces all races in common brotherhood; it voices in all languages the same needs and aspirations. The full power of its expansive and progressive influence cannot be reached until wars cease, armies are disbanded, and international disputes are settled by lawful tribunals and the principles of justice. Then the people of every nation, secure from invasion, and free from the burden and menace of great armaments, can calmly

## Great Speeches

and dispassionately promote their own happiness and prosperity.

The rays from this torch illuminate a century of unbroken friendship between France and the United States. Peace and its opportunities for material progress and the expansion of popular liberties, sends from here a fruitful and noble lesson to all the world.

The French alliance which enabled us to win our independence is the romance of history. It is the most magnificent tribute in history to the volcanic force of ideas and the dynamitic power of truth. As the centuries roll by, and in the fullness of time the rays of Liberty's torch are the beacon lights of the world, the central niches in the earth's Pantheon<sup>1</sup> of Freedom will be filled by the figures of Washington and Lafayette. The story of this young French noble's life is the history of the time which made possible this statue, and his spirit is the very soul of this celebration.

To-day the people of the two countries, in the gift by the one and the acceptance by the other, of this colossal statue, celebrate their unity in republican institutions, in government founded upon the American idea, and in their devotion to liberty. Together they rejoice that its spirit has permeated all lands and is the hopeful future of all peoples.

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<sup>1</sup> A temple built by the Romans in honor of all the gods.

## Chauncey M. Depew

The sentiment is sublime which moves the people of France and America, the blood of whose fathers, commingling upon the battlefields of the Revolution, made possible this magnificent march of liberty and their own Republics, to commemorate the results of the past and typify the hopes of the future in this noble work of art.

## VIII. FRIENDSHIP WITH SOUTH AMERICA

You know how from the beginning of our national life there has been a strong friendship between the United States and France.

From a study of the Fourth of July speeches you can see what good friends the United States and England are.

The speeches in this group will show how all the republics of the New World have joined to keep strong among them a friendly spirit that will prevent quarrels and make them all more prosperous.

They have formed the Pan-American Union. *Pan* means all — the Pan-American Union, a Union of All America. The Pan-American Union is controlled by a Governing Board made up of the Representatives in Washington of all the governments, and the Secretary of State of the United States, who is the chairman.

The Pan-American Union includes twenty-one nations, ten in South America and eleven in North America, having 12,000,000 square miles of land and 160,000,000 people. Its purpose is to develop and promote peace, friendship, and commerce among the American Republics.

In Washington there is a large and very beautiful Pan-American building. It was erected by the American Republics as a convenient meeting place, a sort of international home, for the representatives of the various countries of America. It was paid for by the governments of these countries, and by a gift of \$750,000 from Andrew Carnegie.

When the corner stone of this building was laid in 1908



## Elihu Root

the speeches of the day were made by Theodore Roosevelt, our President at that time, Elihu Root, the Secretary of State, and Andrew Carnegie. The speech by the Bolivian Minister, Ignacio Calderón, was made at a conference held a little later. The four speeches are given here in part.

### 21

## THE PAN-AMERICAN BUILDING

By Elihu Root

We are here to lay the corner stone of the building which is to be the home of the International Union of American Republics.

The wise liberality of the Congress of the United States has provided the means for the purchase of this tract of land, five acres in extent, near the White House and the great Executive Departments, bounded on every side by public streets, and facing to the east and south upon public parks which it will always be the care of the National Government to render continually more beautiful, in execution of its design to make the national capital an object of national pride and a source of that pleasure which comes to the rich and poor alike from the education of taste.

15

The public spirit and the enthusiasm for the good of humanity which have inspired an American citizen, Mr. Andrew Carnegie, in his administration of a vast fortune, have led him to devote the adequate and ample sum of three quarters of a

20

## Great Speeches

million dollars to the construction of the building.

Into the appropriate adornment and fitting of the edifice will go the contributions of every American Republic, already pledged, and in a great measure, already paid into the fund of the Union.

May the structure now begun stand for many generations to come as the visible evidence of mutual respect, esteem, appreciation, and kindly feeling between the peoples of all the Republics; may pleasant memories of hospitality and friendship gather about it; and may all the Americas come to feel that for them this place is a home, for it is theirs, the product of a common effort and the instrument of a common purpose.

### 22

## PEACE AMONG THE AMERICAN REPUBLICS

By Andrew Carnegie

There is no work going forward in the world to-day which good men everywhere should regard with deeper interest and warmer approval than that in which the American Republics are now engaged.

Hold fast to your great ideal — the American continents dedicated to internal peace. In this sublime labor it thrills me to feel and to repeat that there is no people whose heads and hearts

## Theodore Roosevelt

are more fully enlisted than the people of the United States; no ruler who will labor more zealously than the President; no secretary of state who will study more deeply or advise more wisely than he who holds that office to-day. 5

This work accomplished, to every one who has contributed to it in the smallest degree there will come the assurance that he has not lived his life in vain.

### 23

## PERMANENT PEACE IN AMERICA

By Theodore Roosevelt

This is a memorable occasion for all the people of the Western Hemisphere. The building the corner stone of which we lay to-day emphasizes by its existence the growing sense of solidarity of interest and aspiration among all the peoples of the New 5 World. It marks our recognition of the need to knit ever closer together all the republics of the Western Hemisphere through the kindly bonds of mutual justice, good will, and sympathetic comprehension. 10

At the outset, on behalf of all of us, I wish to thank Mr. Carnegie for his generous gift — a gift to all the nations of the New World, and therefore preëminently fitting as coming from one who has so sincerely striven for the cause of peace among 15

## Great Speeches

nations ; for while we have yet a long path to tread before we can speak with any certainty of the day when wars shall cease from the earth, we of this Western Hemisphere, by movements such as that  
5 symbolized by this building, have taken great strides toward securing permanent peace among ourselves.

### 24

## THE FRIENDSHIP OF AMERICAN REPUBLICS

By Ignacio Calderón

When we turn our attention to our America, it is certainly with a feeling of hearty thankfulness we find here the spirit of Pan-Americanism taking every day deeper root in the public opinion of the  
5 Republics of this Hemisphere.

Although President Monroe made his brave declaration excluding forever from America the despotic and monarchical Governments of Europe, 'the door was left open to all good men wishing to  
10 come to find a free and happy home. The Monroe declaration will remain in force and will have the support of all the Republics, because America has been dedicated to democracy in many bloody battles and is the cherished inheritance left to our  
15 care by the heroes that fought and won our liberty and independence.

The English colonies had from the beginning marked advantages over the peoples of the southern

## Ignacio Calderón

continent. They grew and lived from their inception in the practice of self-government. The colonists that came here were men of high moral and political ideals; they came inspired by the spirit of religious liberty and freedom in the management of their affairs. The New World, in all the greatness and fertility of nature, offered them a suitable and inspiring field for the unobstructed development of their energy and labor. The aborigines they found were not numerous nor organized enough to offer a permanent resistance, and when the colonies had grown rich and strong, and felt the oppressive hand of an ill-advised king trying to submit them to unjust burdens, they protested and finally won their independence, fully prepared to enter into the exercise of their sovereignty and the obligations of citizenship in a free country. The growth and progress of the United States were marvelous. The world was given an object lesson of the wonderful, vitalizing influence and force of republican institutions, and a government based on the popular will, freedom, and equality.

If we pass now for a moment to the history of the Spanish colonies, how different the picture, how painful the contrast.

The Spanish conquistadores did not come seeking liberty; they thirsted for gold and plunder. Mexico and Peru were then well organized and populous countries and to subdue them no mercy

## Great Speeches

was shown, and disregarding all humane considerations, brave and daring as the Spaniards were, they did not hesitate to butcher the Indians and submit them to the most abject slavery. Nothing  
5 was done to educate them, everything to keep them in submission.

Inspired by the writings of the French philosophers of the eighteenth century and the great upheaval of the French Revolution, and following the  
10 example of the United States, the Spanish colonies undertook to free themselves of their masters. For fifteen years they fought the most bitter and bloody fights, until independence was achieved. But the habits of arbitrary rule remained. They  
15 entered into the life of independence unprepared for the difficult duties of freedom and self-government. No child learns to walk without many falls. Revolutions and disorders followed, and for many years the Latin Republics have been the butt of  
20 criticism and scorn because of such revolutions. It was never considered that countries formed under the most adverse elements could not, unless by a miracle, reach the degree of stability that older nations have attained in many centuries.

25 The period of apprenticeship is passing, and peaceful, orderly governments rule in most of the Latin countries. They have entered a road of genuine progress and self-development.

The Pan-American doctrine is the outcome of

## Ignacio Calderón

that development and of a better understanding between all the countries of the New World as to their future and welfare.

The Monroe doctrine expresses the theory of exclusion from this continent of European intruders; <sup>5</sup> Pan-Americanism means that community of aspirations, of ideals and interests of all the republics of America, without infringing on one another's sovereign rights, the cultivation of a grand, generous sentiment of good will, and coöperation in the <sup>10</sup> noble task of working for mankind's welfare, for peace and progress. Pan-Americanism means the strengthening and developing of our commercial relations under the basis of mutual confidence and advantage; the elimination of international wars <sup>15</sup> through the spirit of righteousness and justice toward each other.

The troubles that have caused friction and endangered the good relations among our countries are often the result of acts of ignorant and irre- <sup>20</sup> sponsible men. To help in the good work of elevating and bringing to a proper realization of their duties and rights the large mass of illiterate and downtrodden Indian population is to my mind such an important task of Pan-American coöpera- <sup>25</sup> tion that I cannot emphasize enough its urgency and the far-reaching benefits of that work.

If we stop to think that from Alaska to Cape Horn, notwithstanding the very marked differences

## Great Speeches

of population, education, and progress, all the republics of this dear America of ours live in peace and harmony, linked for a common purpose, working together for the happiness of their people and s the rest of mankind, we cannot help grasping the infinite moral power of such union.

The United States takes the lead in this campaign and, far from proclaiming the doctrine of the supremacy of might, has declared that right alone 10 should prevail and has thrown all the influence of its great power in favor of peace, of justice, and of freedom.



## IX. INDIANS

Nearly every live healthy American boy or girl likes to hear stories about Indians and is interested in Indian life. Some of you may have heard your grandfather or some other long-time resident of your neighborhood tell stories of what he saw of the Indians in earlier days.

But did you ever think of the Indian as a speechmaker?

The fact is that the Indians gave great honor to any of their tribe who could make a good speech. If you have read any of Cooper's Indian stories, you will remember his accounts of the power of the speechmaker in the Indian councils.

Following are two speeches connected with Indians: one by an Indian to a white man, and one by a white man to Indians.

The first is the speech of the Indian chief, King Philip.

The second is the speech of Sam Houston to the Comanche Indians of Texas, in 1843, when Houston was President of Texas.

King Philip's speech was not really made by him. It was made by a brilliant speaker, Edward Everett, who put himself in imagination in the place of the Indian, and said what he thought the Indian would have liked to say.

Sam Houston's speech, though, is a genuine speech made by him to real Indians. When Sam Houston was a boy, he lived, as you know, with the Indians, and knew the Indian ways and heart. He lived among the Indians again when he was a man, and always he was their friend and was loved and trusted by them.

# Great Speeches

25

## KING PHILIP TO THE WHITE SETTLER

By Edward Everett

White man, there is eternal war between me and thee! I quit not the land of my fathers, but with my life. In those woods where I bent my youthful bow, I will still hunt the deer; over yonder  
5 waters I will glide unrestrained in my bark canoe. By those dashing waterfalls I will still lay up my winter's supply of food; on these fertile meadows I will still plant my corn. Stranger, the land is mine! I understand not these paper rights. I  
10 gave not my consent when, as thou sayest, these broad regions were purchased for a few baubles, of my fathers. They could sell what was theirs; they could sell no more. How could my fathers sell that which the Great Spirit sent me into the  
15 world to live upon? They knew not what they did.

The stranger came, a timid suppliant — few and feeble and asked to lie down on the red man's bear skin, and warm himself at the red man's fire,  
20 and have a little piece of land, to raise corn for his women and children; and now he is become strong, and mighty and bold, and spreads out his parchment over the whole, and says, it is mine.

Stranger, there is not room for us both. The  
25 Great Spirit has not made us to live together.

## Edward Everett

There is poison in the white man's cup; the white man's dog barks at the red man's heels.

If I should leave the land of my fathers, whither shall I fly? Shall I go to the south, and dwell among the graves of the Pequots? Shall I wander 5 to the west; the fierce Mohawk, the man-eater, is my foe. Shall I fly to the east, the great water is before me.

No, stranger, here I have lived, and here will I die; and if here thou abidest, there is eternal war 10 between me and thee. Thou hast taught me thy arts of destruction; for that alone I thank thee; and now take heed to thy steps, the red man is thy foe. When thou goest forth by day, my bullet shall whistle by thee; when thou liest down by 15 night, my knife is at thy throat. The noonday sun shall not discover thy enemy, the darkness of midnight shall not protect thy rest. Thou shalt plant in terror, and I will reap in blood; thou shalt sow the earth with corn, and I will strew it 20 with ashes: thou shalt go forth with the sickle, and I will follow after with the scalping knife: thou shalt build, and I will burn, till the white man or the Indian shall cease from the land. Remember, stranger, there is eternal war between me 25 and thee!

# Great Speeches

26

## TO PAH-HAH-YOU-CO, COMANCHE CHIEF

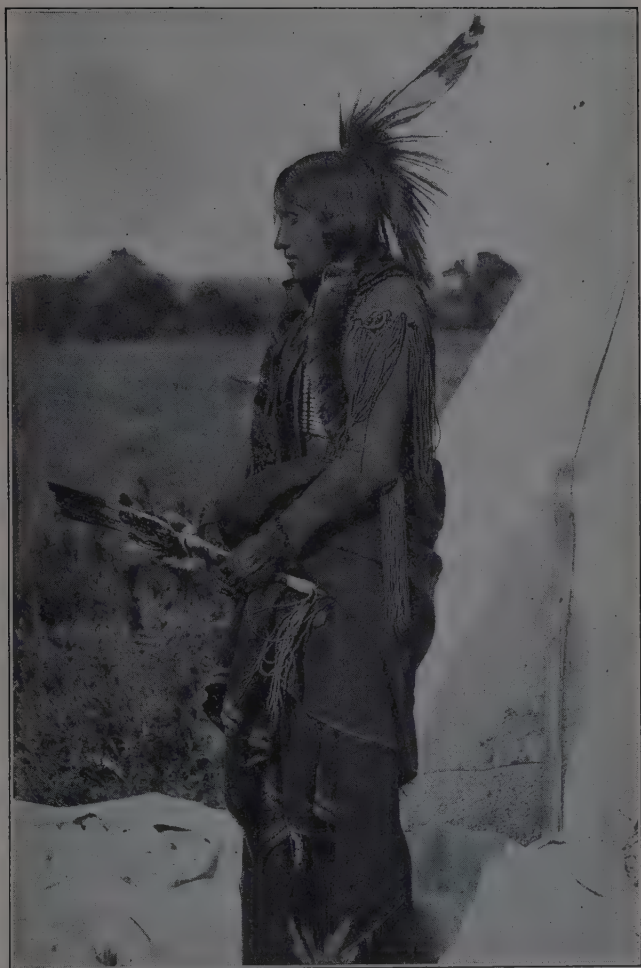
By Sam Houston

My brother, our fires have burned far from each other. Your talk has reached me by our Delaware friend, Jim Shaw. My ears were opened to your words — they were words of peace. I have  
5 laid them up in my heart.

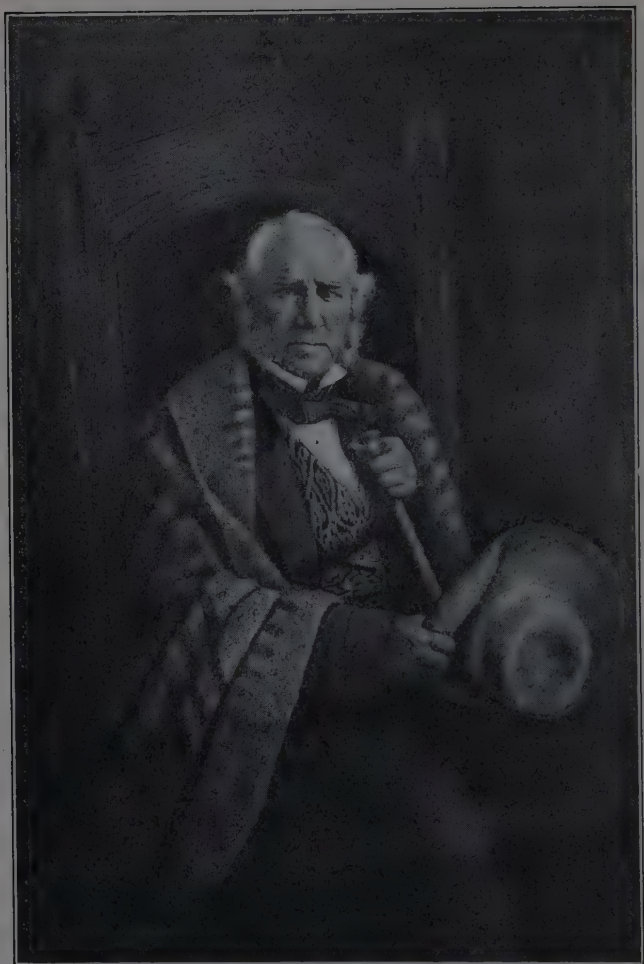
I send you my words by the same friend. With him I send two of my young chiefs. The first is a war-chief. They have eaten bread with me. They have sat by my side. They have learned to love  
10 the red brothers. I send them that they may tell you many things. They know the counsel of peace which I have always given. They will speak to you words of truth only.

Chiefs who wish to be friendly should talk to  
15 each other. They should know the thoughts of each other, and love peace. Peace will make the red and the white man happy. If we have war our men must perish in a battle. They will not return to our feasts, nor will they again sit by the council  
20 fire. Peace will save our warriors from death. They can then kill the buffalo, and their women and children have nothing to fear.

Your people can come to our trading houses. Such things as your people need, our traders will  
25 have to sell them. You will not have to go a great



A COMANCHE INDIAN CHIEF



SAM HOUSTON

This picture shows the President of Texas wrapped in his Indian blanket.

## Sam Houston

distance, but in the midst of your hunting grounds you can find goods; and the journeys which you will make will be in a land where you will have buffalo and water. The warmth of the south will give you grass in winter, and you will no longer have to travel to the snows of the north to get your goods.

Comanche chiefs and other red brothers came to me and made peace, and they returned to their people without harm. Trouble again grew up between our people. Prisoners were taken from each other. Bad traders went among you and hurt many of your people. At a council in San Antonio your chiefs were slain. This brought great sorrow upon your nation. 15

The man who counseled to do this bad thing is no longer a chief in Texas. His voice is not heard among the people.

When you and your chiefs come to the council at Bird's Fort on the Trinity, in the full moon in August, and make peace, you must bring all our prisoners, and we will give you your prisoners in return. We have not sold your prisoners, nor have we treated them unkindly. I send you two prisoners that you may see them, and know that they have been well treated. 20

When peace is made, no more prisoners will be taken, but the path between us will remain open, and when we meet our red brothers, the Comanches,

## Great Speeches

we will take them by the hand as friends — we will sit by the same fire, and the pipe of peace which I send you by Jim Shaw shall be smoked. It has been smoked in the council of friends, and the smoke  
5 which rose from it showed that the red and the white man sat together in peace — that they had made a smooth path between their fires, and had taken away the clouds of trouble from their nations.



## X. EDUCATION

Education is an important subject for discussion. You are spending a good part of every day getting an education, or a part of it.

It is important that you should not make mistakes in the plan you are following. It is very important that you should not miss the best part of an education.

In the next group of speeches you will find some suggestions that are worth thinking about. They are made by our leaders, men loved and trusted by the whole nation, and by all the world.

The speakers and the most important offices which they have held are :

George Washington, President of the United States

Walter H. Page, Ambassador to Great Britain

Arthur T. Hadley, President of Yale University

Charles W. Eliot, President of Harvard University

David Starr Jordan, President of Stanford University

Bruce R. Payne, President of Peabody College

### 27

## THE IMPORTANCE OF EDUCATION

By George Washington

It is substantially true that virtue or morality is a necessary spring of popular government. The rule, indeed, extends with more or less force to every species of free government.

## Great Speeches

Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential  
5 that public opinion should be enlightened.

### 28

#### EDUCATE EVERY CHILD

By Walter Hines Page

The most sacred thing in the commonwealth and to the commonwealth is the child, whether it be your child or the child of the dull-faced mother in the hovel. The child of the dull-faced mother in  
5 the hovel may, for all you know, be the most capable child in the state. At its worst it is capable of good citizenship and a useful life, if its intelligence is quickened and trained.

President Eliot <sup>1</sup> said a little while ago that the  
10 ablest man that he had known in his many years' connection with Harvard University was the son of a brickmason. The child, whether it have poor parents or rich parents, is the most valuable undeveloped resource of the state.

15 My own sons are to-day preparing to enter Harvard University at the Cambridge Latin School, where the sons and daughters of the pro-

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<sup>1</sup> Dr. Charles W. Eliot, former president of Harvard University.

## Arthur T. Hadley

fessors are in the same classes, or may be, with the sons and daughters of draymen or hack-drivers. All have the same privileges and the same opportunities.

It is a shining day in any educated man's growth when he comes to see and feel and freely admit that it is just as important to the world that the ragamuffin child of his worthless neighbor should be trained as that his own child should be. Until a man sees this, he cannot become a worthy democrat nor get a patriotic conception of education; for no man has known the deep meaning of democracy or felt either its meaning or its lift till he has seen this truth clearly.

### 29

## IDEALS OF SUCCESS

By Arthur T. Hadley

You will remember how, when you came here as freshmen, the careers of some of the upper class men took hold of your imagination. You wanted to follow in their footsteps. It seemed like the highest prize of college life to accomplish the kind of things that they had accomplished.

As the years of college life went on, and your own class began to take the lead, each of you found men whom you were proud to know as friends and whom in your hearts you desired to be like.

10

## Great Speeches

The influence of these men upon you, for good or for evil, counted for more in your college life than all you learned from books or lectures, from college sports or college politics. You believed in your friends; you became like them, whether you meant to or not. If they were men of the right stamp, your college course has been a success, no matter what disappointments it may have contained. If they were men of the wrong stamp, your college course has failed of its best purpose.

And what has been true here will be true in the world afterward. As you enter upon professional life you will form your ideals of success, not from what books say, but from what you see exemplified in the careers of men, past and present. In law or in medicine, in business or in politics, you will find heroes that you wish to be like. In the world, as in college, a strong man of any kind will find friends and followers. Be he prize-fighter or fanatic, politician or millionaire, philosopher or Christian, there will be men who will choose him for a hero and stand or fall by the choice.

The moment we choose as our example of professional success the man who has made a fortune or secured an office or achieved a reputation with the world, we tend to put fortune and office and reputation in the foreground, and to regard the question

## Charles W. Eliot

of how we use the fortune or office or reputation as an unimportant incident. When things once get into this shape in our minds, every position of honor or power becomes a position of peril to the soul. The greater the crisis we are called upon to face, the greater the ruin that follows.

In the quadrangle of Leland Stanford University there was a magnificent memorial arch, that stood as a monument to its builder no less than to its designer. He had striven for effect, and he obtained it. One day there came an earthquake that shook the foundations; and it was found that they were not of solid stone, but chips and rubble. The very loftiness of the memorial that he had raised served to emphasize the ruin that he had wrought. 15

### 30

## ARE YOUR NERVES SOUND?

By Charles W. Eliot

An effective life must be based, in the first place, on a good, sound, serviceable body. None of us can have an effective life without a strong, healthy, cheerful servant in the body. It should be the servant, not the master. But that servant is necessary to an effective life. Some invalids and feeble persons have proved to be men of genius, and therefore serviceable to the world. There are not a

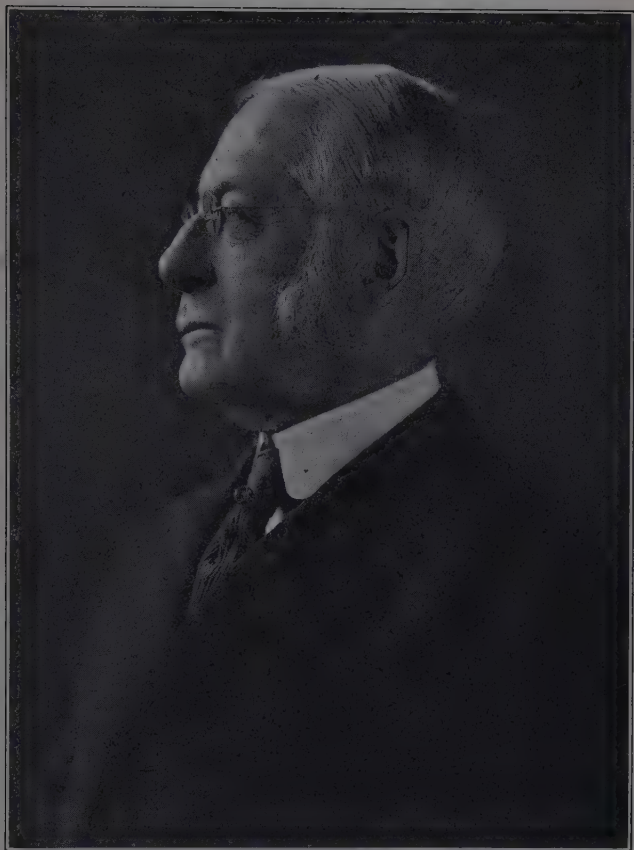
## Great Speeches

few examples of such triumph of mental and moral quality over the feebleness of the earthly body. But for effectiveness in the future career of you young men, a sound body is in the highest degree  
5 desirable, and as a rule, it is essential.

Now it is easy to misunderstand what we mean by a sound body. It is easy to exaggerate the muscular force, for instance, which is desirable for a good, serviceable body. It is not that we need  
10 a big frame or heavy muscles. The essential thing is a sound nervous system, with which goes a fairly developed muscular system, and a strong digestive system.

We need what is called a "tough" body rather  
15 than a superlatively strong one. The effectiveness tells most in the nervous system. Work does not hurt anybody. It is worry, anxiety, nervousness in work which tells against the bodily comfort and the bodily serviceableness. Work is almost  
20 always healthy and developing; worry, anxiety, or nervousness never is.

Aim, therefore, at keeping your body nervously sound, because the nerves are the directing part of the body. Somehow, out from the nerve centers  
25 and along the nerves go forth what we call thought, speech, gesture, emotion. The charm and power of life seem to center in the bodily senses and in the nerves. So take care of them. Do not overstrain them or overwork them.



CHARLES W. ELIOT  
President of Harvard University 1869-1909.





CAN YOU ENTERTAIN YOUR FRIENDS?

By Charles W. Eliot

There is still another issue of a sound education which is too much neglected in both our schools and our colleges. Every boy here ought to bring away from this school some skill, or intellectual faculty, which will enable him to give pleasure to 5 other people.

Now the real way to win social success in any walk of life — high or low, among the poor or the well-to-do, the educated or the uneducated — is to possess some power of giving pleasure to others. 10

What sorts of powers, or gifts, or faculties, may these be? There is a great variety of such attainments which will go far to make your future lives not only effective but enjoyable.

Can you read aloud, for instance? I have met 15 many a time in my life men and women who by reading aloud with expression and charm gave, all through their lives, keen pleasure to great numbers of men, women, and children.

Can you play a musical instrument? Can you 20 sing — if only one song? I have had occasion, repeatedly, in the course of the last thirty years, to attend certain college festivities for graduates and undergraduates together, where a professor in Harvard College, now a man over fifty, was 25

## Great Speeches

surely called upon to sing his only song. That one song, being a very good one, made him an entertaining and welcome guest.

### 32

#### THE MAN WITH A PURPOSE

By David Starr Jordan

The man who is successful will not be a dreamer. He will have but one dream, and that will work itself out as a purpose. The man of purpose says *no* to all lesser calls, all minor opportunities. He  
5 does not abandon his college education because a hundred dollar position is offered him outside. He does not turn from one profession because there is money in another. He has his claim staked out, and with time he will only fill in the detail of its  
10 boundaries.

"Now that you are through college, what are you going to do?" asked a friend of a wise young man.

"I shall study medicine," was the grave reply.  
15 "But isn't that profession already overcrowded?" asked the friend.

"Possibly it is," said the youth, "but I purpose to study medicine all the same. Those who are already in the profession must take their chances."  
20 Men of purpose never overcrowd. The crowd is around the foot of the staircase waiting for the

## Bruce R. Payne

elevator. The world turns aside to let any man pass who knows whither he is going.

### 33

#### FRIENDSHIP

Message of the President to the Graduating Class  
of George Peabody College for Teachers

By Bruce R. Payne

When a son goes out from home the father usually says, "Well, son, take care of yourself"; while the mother's "Be a good boy, my son" is whispered through her parting tears.

But it is not enough that you take care of your-<sup>5</sup>self and that you be a good boy in the complex and intricately related society to which we send you to-day. Neither is it so easy to know how to take care of yourself and how to be a good boy in this hurried, mechanical age. 10

A thousand contrary admonitions and conflicting emotions crowd for expression in the minds of your preceptors as you go forth from this, your beloved home, into the noisy and nervous universe.

There does come, however, as we shake your <sup>15</sup>hands in farewell and look into your eyes in parting, a definite longing that you take with you some of the calming graces of the better life, certain of the gentler assets of our civilization, the solacing bene-

## Great Speeches

fits of our sacred religion. We would wish that you could find these rare pearls of great price and carry them to the happy children that you shall know.

5 Friendship is the one sacred and beautiful word we would leave with you.

In other days one could stop his horse by the side of the road to talk with his neighbor. Now he may not take his eye from the steering wheel to  
10 recognize his friend. One may not visit his neighbor, for his neighbor is not at home. He is out touring the country. The acquaintanceships, the conversations, and the friendships of home life with all their cultivating and soothing effects upon  
15 the temperament of human nature are being stunted and are dying with disuse.

It is an individual, a local, a national, and an international obligation which you owe mankind to promote friendship in such a discontented world.  
20 May I ask you, then, in your own life to be a friend to as many people as you can? They need your friendship. And your life is enlarged in proportion to the friendships you have, to the knowledge which people have of your own virtues. Your  
25 educational task is immeasurably simplified when a child thinks you are his friend, for people learn only from those whom they like.

You are going among the children of the earth who crave the love and affection of older people.

## Bruce R. Payne

Don't try to love them by telephone. Do not try to make friends of these little ones at forty miles an hour. When a little child looks up into your face with the trustful faith of unspoiled youth and believes that you are to him a friend, you have in that moment possessed yourself of the rarest gift which God-created beings can present to you. It is a holy possession — a gift from the world's greatest Friend.

## XI. AFTER-DINNER SPEECHES

An after-dinner speech is simply a speech made at the end of a dinner or banquet. It may be on almost any subject and in any style — serious or amusing. Many speeches on serious subjects and many business talks have been made as after-dinner speeches. The name is commonly understood, however, to mean a speech which, while it has a center of worth-while thought, is meant in the main for entertainment. It is usually made up in part at least of fun or nonsense.

Some of the best speakers we have had in America were famous as after-dinner speakers. Among the most prominent and popular of these are Samuel Clemens and Henry van Dyke.

### SAMUEL CLEMENS ("MARK TWAIN")

The region where Samuel Clemens lived when he was a boy might be called a boy's paradise. It is likely that a happy and sunshiny boyhood had a good deal to do with forming that happy and sunshiny nature which gave so much pleasure to other people later on.

The little town of Hannibal, Missouri, lay on high ground overlooking the Mississippi River. All around were dense woods and deep ravines, thick with wild grape vines, black-berry bushes, and persimmon trees. There were cliffs and caves, and best of all, there was the river, where a skiff with a stave from a sugar hogshead for a paddle offered a chance for endless adventure.

Under the high bluff of the river, a little way below the

## Samuel Clemens

town, there was a cave, so big and dark and fearful looking that every boy and girl in the neighborhood longed to explore its strange passageways.

Clemens had his full share in all these delights. He was a bright-eyed, freckle-faced boy, with a shaggy shock of reddish brown hair, fond of adventure, spending most of his time on the river, and in exploring the nearby cliffs and caves.

One day Clemens with another boy was standing on a high point of the bluff overlooking the river, called Lover's Leap. As they stood gazing down at the river with its boats and islands and rocky banks far below, they began daring each other to jump off.

"I'll bet you you couldn't jump off this cliff," said the other boy.

"I'll show you," said Clemens, and jumped.

He was not dashed to death on the stones below, or drowned in the river. He came up in a few minutes safe and laughing. He had jumped into a tree which stood just below.

Clemens' first ambition was to become a circus performer. He entertained the other boys and girls by mimicking people he saw and by acrobatic feats. He put himself through hard training to get the skill for these shows, and it is likely that the health and strength that he had all his life were due largely to these exercises.

A little later he decided he would become a river pilot. That was the hope of all the boys who lived along the river. In those days the Mississippi River was the great freight and passenger carrier. It was before the time of railroads, and the river was dotted with all kinds of boats. Clemens did actually carry out this ambition, and got his license as river pilot. But the coming of the railroads took the glory from that kind of career; so Clemens went West and took up newspaper work.

## Great Speeches

In San Francisco he soon began writing stories. He put his own adventures into such books as *Tom Sawyer*, *Huckleberry Finn*, *Life on the Mississippi*, and others, which were soon famous all over the country.

While most boys and girls are acquainted with these stories, many of them do not know that Samuel Clemens was as good a speaker as he was a story teller.

His first lecture was delivered in Mercantile Hall, San Francisco. He had been in Hawaii six months, and his lecture was to be on what he had seen on the trip.

The advertisements read :

"Owing to the fact that this will be my last lecture in this city, I have decided to reduce the price from one dollar to eight bits."<sup>1</sup>

At the bottom of the program were these words :

"Trouble will begin at 8 P.M."

Clemens felt a little uncertain about the success of this first lecture; so he asked several of his good friends to help him out. They were to place themselves in different parts of the hall, and at the signal of a smile from Clemens, they were to laugh heartily.

The plan worked well at first, but proved to be a boomerang.

Clemens had got to the part of his speech which he thought was the best part, the climax, a fine conclusion. The audience was sitting in breathless attention. Clemens paused an instant, caught sight of one of his friends whose expression struck him as funny, smiled unintentionally — and his friends burst into a roar of laughter. The audience joined in, and Clemens' fine conclusion was lost.

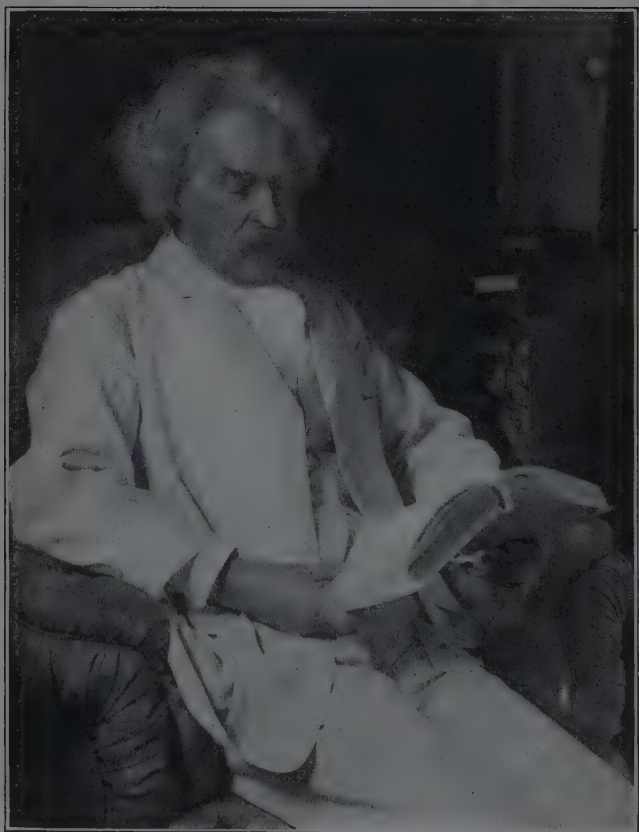
From this time on, he was in great demand as a lecturer and after-dinner speaker. There was no other speaker of that time who drew larger crowds or was more applauded.

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<sup>1</sup> bit : small coin worth twelve and a half cents.







*Underwood and Underwood*

SAMUEL L. CLEMENS

## Samuel Clemens

Once when Clemens was in London, he had been invited by a literary club to be its chief guest and make a speech at a dinner. On the morning of the day when the dinner was to be held, the secretary of the club was horrified to hear that Clemens was dead. He sent an anxious inquiry to the hotel where Clemens was staying. Clemens got hold of the note, and answered it with a telegram:

"Account of my death much exaggerated."

Mr. W. R. Gillis says of Clemens as a speaker: "Of all men I ever heard or saw on the lecture platform, he was the greatest and most magnetic. His person, his pose, his manner of delivery, and his drawling voice were perfectly in accord with his subject matter. The interest of his audience did not flag for a moment. At times he would have the people in tears, then he would throw them into laughter with a funny story, himself solemn. When the lecture was ended, the audience went wild, and he stood bowing and smiling for fully ten minutes before the cheering ended."

William Dean Howells said: "He was such a practiced speaker that he knew all the stops of that simple instrument, man. He was the most consummate public performer I ever saw, and it was an incomparable pleasure to hear him lecture."

### 34

## NEW ENGLAND WEATHER

By Samuel Clemens

[This after-dinner speech was made at the dinner of the New England Club in 1876, in New York — the same dinner where Bartholdi made his speech about the Statue of Liberty.

The dinner was held in Delmonico's restaurant. Mr. William Borden was toastmaster. Grace was said by the Rev. John Cotton Smith.

## Great Speeches

Mr. Borden in opening the program said: "Gentlemen of the New England Society, I congratulate you that, meeting to-night as is our custom on Forefathers' Day, we find with us as honored guests many eminent men whose presence is a sure guarantee of a rare intellectual treat."]

Gentlemen: I reverently believe that the Maker who makes all makes everything in New England but the weather. I don't know who makes that, but I think it must be raw apprentices in the weather clerk's factory who experiment and learn how, in New England, for board and clothes, and then are promoted to make weather for countries that require a good article and will take their custom elsewhere if they don't get it. (Laughter)

There is a sumptuous variety about the New England weather that compels the stranger's admiration — and regret. The weather is always doing something there — always attending strictly to business, always getting up new designs and trying them on the people to see how they will go.

But it gets through more business in spring than in any other season. In the spring I have counted one hundred and thirty-six different kinds of weather inside of four and twenty hours. It was I that made the fame and fortune of that man that had that marvelous collection of weather at the Centennial, that so astounded the foreigners. He was going to travel all over the world and get specimens from all climes. I said: "Don't you do it.

## Samuel Clemens

You come to New England on a favorable spring day." I told him what we could do in the way of style, variety, and quantity. Well, he came, and he made his collection in four days. As to variety, why he confessed that he got hundreds of kinds of 5 weather that he had never heard of before. And as to quantity — well, after he had picked out and discarded all that was blemished in any way, he not only had weather enough, but weather to spare; weather to hire out; weather to sell; to deposit; 10 weather to invest; weather to give to the poor.

The people of New England are by nature patient and forbearing, but there are some things they will not stand. Every year they kill a lot of poets for writing about "Beautiful Spring." These 15 are usually casual visitors, who bring their notions of spring from somewhere else, and cannot, of course, know how the natives feel about spring. And so the first thing they know the opportunity to inquire how they feel has permanently gone 20 by.

Old Probabilities has a mighty reputation for accurate prophecy, and thoroughly well deserves it. You take up the paper and observe how crisply and confidently he tells what to-day's weather is 25 going to be on the Pacific, down South, in the Middle States, in the Wisconsin region. See him sail along in the joy and pride of his power until he gets to New England — and then see his tail

## Great Speeches

drop. He doesn't know what the weather is going to be in New England.

Well, he mulls over it, and by and by he gets out something about like this: Probably northeast to  
5 southwest winds, varying to the southward and westward and eastward, and points between. High and low barometer, swapping around from place to place; probable areas of rain, snow, hail, and drought, succeeded or preceded by earthquakes,  
10 — with thunder and lightning. Then he jots down his postscript from his wandering mind, to cover accidents: But it is possible that the program may be wholly changed in the meantime.

Yes, one of the brightest gems in the New Eng-  
15 land weather is the dazzling uncertainty of it. There is only one thing certain about it — you are certain there is going to be plenty of it — a perfect grand review; but you never can tell which end of the procession is going to move first. You  
20 fix up for the drought; you leave your umbrella in the house and sally out, and two to one you get drowned. You make up your mind that the earthquake is due; you take hold of something to steady yourself, and the first thing you know, you get  
25 struck by lightning. These are great disappointments, but they can't be helped.

The lightning there is peculiar; it is so convincing, that when it strikes a thing, it doesn't leave enough of that thing behind for you to tell

## Samuel Clemens

whether — Well, you'd think it was something valuable, and a congressman had been there. And the thunder — When the thunder merely begins to tune up and scrape and saw, and key up the instruments for the performance, strangers say, 5 "Why what awful thunder you have here!" But when the baton is raised and the real concert begins, you'll find that stranger down in the cellar with his head in the ash-barrel.

Now, as to the size of the weather in New Eng- 10 land — lengthwise, I mean. It is utterly disproportioned to the size of that little country. Half the time, when it is packed as full as it will stick, you will see that New England weather sticking out beyond the edges and projecting around hun- 15 dreds and hundreds of miles over the neighboring states. She can't hold a tenth part of her weather. You can see cracks all about where she has strained herself trying to do it.

I could speak volumes about the inhuman per- 20 versity of the New England weather, but I will give you but a single specimen. I like to hear rain on a tin roof; so I covered a part of my roof with tin, with an eye to that luxury. Well sir, do you think it ever rains on that tin? No sir, skips it 25 every time.

Mind, in this speech I have been trying merely to do honor to the New England weather. No language could do it justice. But after all, there

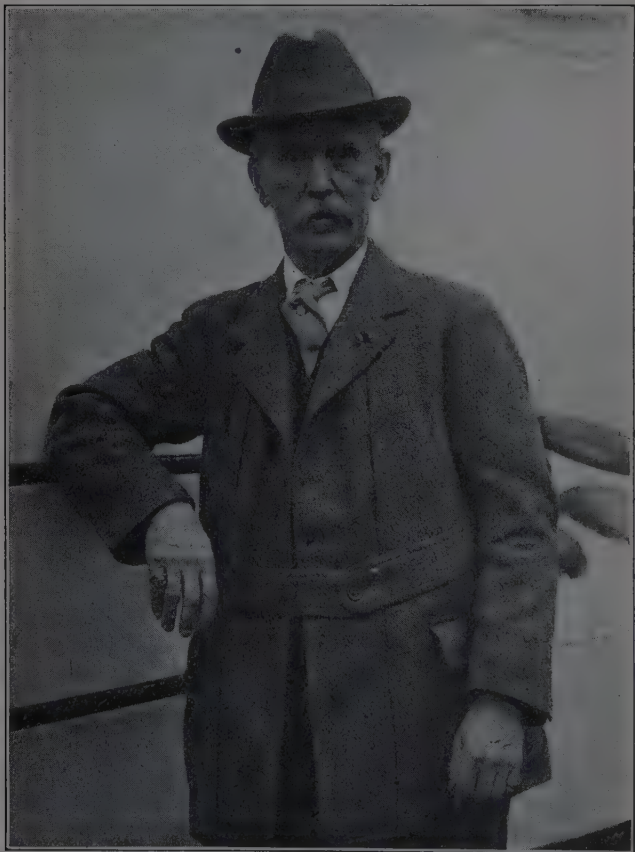
## Great Speeches

are at least one or two things about that weather (or, if you please, effects produced by it) which we residents would not like to part with. If we hadn't our bewitching autumn foliage, we should  
5 still have to credit the weather with one feature which compensates for all its bullying vagaries — the ice storm; when a leafless tree is clothed with ice from the bottom to the top — ice that is bright and clear as crystal; when every bough and twig is  
10 strung with ice-beads, frozen dew-drops, and the whole tree sparkles cold and white, like the Shah of Persia's diamond plume. Then the wind waves the branches, and the sun comes out and turns all those myriads of beads and drops to prisms that  
15 glow and burn and flash with all manner of colored fires, which change and change again with inconceivable rapidity from blue to red, from red to green, and green to gold — the tree becomes a spraying fountain, a very explosion of dazzling jewels; and  
20 it stands there the acme, the climax, the supremest possibility in art or nature, of bewildering, intoxicating, intolerable magnificence. One cannot make the words too strong.

Month after month I lay up hate and grudge  
25 against the New England weather. But when the ice storm comes at last, I say: There, I can forgive you now; the books are square between us; you don't owe me a cent; go and sin some more; your little faults and foibles count for nothing; you







HENRY VAN DYKE

*Keystone View Co.*

## Henry van Dyke

are the most enchanting weather in the world!  
(Applause and laughter)

35

### THE TYPICAL DUTCHMAN

By Henry van Dyke

[Dr. Henry van Dyke is another noted after-dinner speaker. His speech on *The Typical Dutchman* was made at a dinner of the Holland Society of New York, whose members are descendants of the Dutchmen who settled the state.]

Mr. President and Typical Dutchmen :

Who is the typical Dutchman? What hero, artist, philosopher, discoverer, lawgiver, admiral, general, or monarch, shall we choose from the long list of Holland's illustrious dead to stand as the typical Dutchman? Nay, not one of these men can fill the pedestal of honor to-night. For though their glorious achievements have lent an undying luster to the name of Holland, the qualities that really created her and made her great, lifted her in triumph from the sullen sea, massed her inhabitants like a living bulwark against oppression, filled her cities with the light of learning and her homes with the arts of peace, covered the ocean with her ships and the islands with her colonies — the qualities that made Holland great were the qualities of the common people.

## Great Speeches

The typical Dutchman is an honest man, and that's the noblest work of God. Physically he may be — and if he attends these dinners he probably will be — more or less round, but morally he must be square. And surely in this age of sham, when there is so much plated ware that passes itself off for solid silver, and so much work done at half measure and charged at full price, the man who is most needed is simply the honest man who speaks the truth, páys his debts, does his work thoroughly, and is satisfied with what he has earned.

The typical Dutchman is a free man. Liberty is his passion ; it runs in his blood.

The typical Dutchman is a prudent man. He does not admire those movements which are like the Chinaman's description of the toboggan slide : "Whiz ! Walk a mile !" He prefers a one-story ground rent to a twelve-story mortgage with an elevator. On the train of progress he usually sits in the middle car, sometimes in the smoker, but never on the cow-catcher !

The typical Dutchman is a reverent man. He could not respect himself if he did not reverence God.

He is a liberal man. He believes, but he does not persecute.

But one more stroke remains to be added to the picture. The typical Dutchman is a man of few words. Perhaps I ought to say, he was ; for in

## Henry van Dyke

this talkative age, even in the Holland Society, a degenerate speaker will forget himself so far as not to keep silence when he talks about the typical Dutchman. But those old companions who came to this country previous to the year 1675, as Dutch citizens, under the Dutch flag, and holding their tongues in the Dutch language — ah, they understood their business. They are the men we praise to-night!

## XII. BUSINESS

Many of you boys and girls will in a few years enter some kind of business. You have already been thinking of what kind of work you would like. You may have been trying to decide what kind of business you would prepare for, or it may be that you have been able to make up your mind upon that point.

While the speeches which make up this group will not tell you what kind of business you are best fitted for, or advise you in which one you can make the quickest success or the most money, they will interest you because they are made by men who have succeeded in the line of business which they chose, and who know more about the subject than probably any other person.

One is about that extraordinary and romantic invention, the typewriter. The other is about the safe and useful airplane.

### 36

## THE LARGER SIGNIFICANCE OF THE INVENTION OF THE TYPEWRITER

By Harry C. Spillman

[Harry C. Spillman was formerly specialist in commercial education for the Federal Board for Vocational Education, and later Education Director for the Remington Typewriter Company.

The speech was made in the auditorium of the Central High School of Newark, New Jersey, before about two

## Harry C. Spillman

thousand students and three hundred teachers. The program was arranged by the commercial department of the school, to commemorate the fiftieth anniversary of the invention of the typewriter, and to honor the inventor, C. L. Sholes.

The purpose of the speech was to show to all the students the larger meaning of the typewriter, and to inspire in those who expected to earn their living by means of it a greater respect for this invention.]

Principal Weiner, Faculty Members, and Young Ladies and Young Gentlemen :

We are honoring to-day the life of a great man ; we are commemorating the birth of a wonder-working idea ; we are celebrating the Fiftieth<sup>5</sup> Anniversary of Woman's Declaration of Independence.

In connection with the recent sad dispatches that bore so intimately upon the continental funeral train of our dead President there appeared in one<sup>10</sup> of our metropolitan papers a picture of significant appeal. It was a picture of contrast. On the rails before the Union Station in Washington the artist had sketched a reproduction of the steam engine that had drawn the funeral train of President<sup>15</sup> Lincoln from Washington to Springfield, while on a parallel track and in juxtaposition he had photographed the locomotive that would draw President Harding's remains to Marion. The first was a small, loosely jointed, wood-burning, mostly<sup>20</sup> smokestack affair ; the second was a ponderous,

## Great Speeches

closely coördinated, omnipotent-appearing mogul. In the contrast of these two engines there was written one of the most important chapters in the romance of transportation.

5 To-day we speak of another romance — the romance of communication. If I were an artist — a wielder of pen or master of metaphor, I would paint for you to-day another picture. With a magic wand I would bisect an office building of fifty years  
10 ago and with the arms of Atlas I would force these bisections apart, that you might walk between. I would lift the shades and expose to your view a cross-section of business offices as they were fitted out in Lincoln's day. The rooms are cluttered  
15 and littered with the business paraphernalia of 1860. The master's voice is not heard in dictation, for he is his own amanuensis. His assistants are men bending heavily over high desks, old before their time from mechanical tasks. Quill pens are  
20 the principal decoration. There is no woman's face in the picture, for this is the hour before her emancipation.

Now we turn about and the shade rises before a cross-section of the Woolworth building. The  
25 transformation appalls the mind. The litter and clutter are gone and with them the bending backs of aging men. The captain of industry so lately occupied as his own scribe has already dictated the morning's mail and is in conference with



## Harry C. Spillman

bankers come on over night from Chicago and St. Louis. The noises have been subdued, but the environment is vital with fleet-footed, soft-speaking women, for this is Freedom's Day. Here and there the typewriter, the adding machine, the<sup>5</sup> addressograph, the multigraph, and innumerable other offsprings of the Sholes dream sing out of the release of human hands and the dispatch of business.

The easiest way I know to crucify commerce<sup>10</sup> would be to move it out of this second cross-section back into the first. What mightier blow could you strike at New York City than to send her to bed for a single night with her system full of dictation!

But the picture is not local. You can multiply<sup>15</sup> my cross-sections a thousand times by every metropolis in the world and then when you've done that you can go around the world again and again and multiply by every town, village, and hamlet in both hemispheres, for the typewriter is as far-flung<sup>20</sup> as the postage stamp. The typewriter has not only followed the flag: it has followed the cross. The typewriter salesman has gone with the missionary to the very timber-line of civilization. It should inspire us to know that the sun never sets<sup>25</sup> on the domain of the writing machine. To-day at sunrise millions of men and women, representing all races and all tongues, started out into the marketplaces of the world, paying unconscious homage

## Great Speeches

to the man whom we honor to-day. To-morrow a globe-trotter, finding himself in Australia, Argentina, Brazil, Egypt, India, Siberia, Japan — wherever human thought is conceived — he may reproduce it, distribute it, and preserve it with the typewriter.

And this is but the lesser part of Sholes' contribution. I said in the opening paragraph that we are celebrating to-day the Fiftieth Anniversary of  
10 Woman's Declaration of Independence. Sholes not only unshackled the feet and unmanacled the hands, but he uncluttered the mind. In those same sad dispatches to which I made earlier reference there was a strangely significant one that can  
15 be made to relate to this occasion. The death of a President calls forth messages of sympathy from all over the world ; some of these are sincere ; some are mere diplomatic gestures, but the messages that bore in upon Mrs. Harding gave unmistak-  
20 able evidence of real grief. Among them were two of striking significance. They came from two queens — Wilhelmina of Holland and Marie of Roumania. They were addressed to Mrs. Harding directly — the first time, said a great news-  
25 paper, that royalty had communicated publicly with an American woman outside of diplomatic channels. Not long ago such an innovation would have shocked the chancelleries.

How impossible would such messages have been

## Harry C. Spillman

at the death of President Lincoln! The sending of messages by two queens to the American widow was a symbol of Freedom's advance, and who more than C. Latham Sholes did democracy's pioneering? Sholes' invention broke ground for a readjustment of the industrial and political order. We began to re-evaluate our heroes, and see them as effects rather than causes; to find the feminine touch in all of man's handiwork. By this new light we saw Martha Washington as the Mother of her Country and Nancy Hanks as the Savior of our Republic.

Again let us consider the influence of the typewriter upon education. At the close of the first half of the nineteenth century our educational system consisted for the most part of a process in mental discipline. The word "education" was a misnomer. Instead of "leading out," as the etymology of the word would imply, it embodied oftentimes processes of cramming in. The curricula of our public schools were top-heavy with dead languages and sciences, and very little attention was given to the arts, especially the manual arts. Those subjects had not yet come which might filter out through the personality of the students and find expression in terms of profitable manual labor.

The advent of the typewriter heralded an educational renaissance, and it was followed by a tidal wave of demand for vocational and utilitarian subjects in our schools. Business colleges sprang

## Great Speeches

up all over the land and began to teach our boys and girls seriously — and for the purposes of life. Within twenty years from the birth of the typewriter, the American schoolhouse had been turned  
5 upside down. To-day there is hardly a college or university in the land that has not been shaken loose from its exclusive academic caste, while the American high school has become the university of the common people. To say that the invention  
10 of C. Latham Sholes had a large part in this educational awakening is not an idle compliment but an historical fact.

But Sholes' contribution was not only mechanical, social, political, and educational — it was also  
15 spiritual. It is well to recall that while he invented the typewriter, he did not perfect it. When he had done what he could with what he had where he was, he wrapped the infant in swaddling clothes and sent it down into the beautiful Mohawk Valley to  
20 the town Ilion, famed already as the home of the well-trained artisan. To the House of Remington and to the world, the inventor said: "I feel that I have done something for the women who have always had to work so hard. This will enable  
25 them more easily to earn their living." Thus in surrendering the typewriter he sanctified it with the spirit of service, and I charge you, Mr. Remington, and all those who have been associated with you or against you in the refinement and develop-

## Harry C. Spillman

ment of the typewriter — you are not the owners of the writing machine in fee simple; you are the trustees of a big idea. However better you may make the writing machine, you cannot divorce it from those inborn attributes of freedom and service wherewithal the inventor blessed it.

The typewriter is too big to belong to any man, or any organization of men — even to those who make it or those who buy it — the typewriter, <sup>10</sup> thanks to the benediction of Sholes, belongs to humanity. Sholes did not work for some of us; he worked for all of us. There is hardly a man so steeped in ignorance, or scarcely a woman so circumscribed by poverty and squalor, whose life has <sup>15</sup> not been in some measure brightened and whose task has not been lightened to some degree by the invention of the typewriter. So these exercises are not local to Newark, for this is Freedom's Day! Let humanity everywhere rise up and be glad! <sup>20</sup> Let no man or woman, boy or girl, have eye or ear for this occasion without catching the real significance of the day. From this occasion let us get a larger vision of life; on this occasion let us acknowledge a larger responsibility for life; after this oc- <sup>25</sup> casion let us render a larger service through life, because we live in the age of the typewriter, that emancipating mechanism wherewith C. Latham Sholes has glorified the world.

# Great Speeches

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## AËRIAL NAVIGATION — ITS DEVELOPMENT AND POSSIBILITIES

By Will H. Hays

[This speech was made at a dinner given by the Economic Club January 16, 1925, at the Hotel Astor, New York.

Mr. Hays has something to say in his speech about the air mail service. He is well qualified to speak of mail service in any department, having been Postmaster General, in which office he brought about improvements in the service. He resigned from this office, however, to become the head of the motion picture industry. The President of the United States, in accepting Mr. Hays' resignation from the Cabinet, said that he could not wish Mr. Hays to decline a position which offered such an unequalled opportunity for public service.

The Wright brothers spoke of their invention as the "safe and useful airplane." Mr. Hays shows what some of the uses are.]

There has been very much done and very much  
'undone in aviation in America since the Wright  
brothers made their contribution to civilization  
on the sand dunes at Kitty Hawk, North Carolina,  
5 twenty-one years ago last month.

The first frail craft flew a few yards, a few feet  
high, at forty miles an hour. Now, improved prin-  
cipally by American engineers, great planes mount  
five miles, speed two hundred and sixty miles an  
10 hour, lift ten tons, and have remained in air nearly  
thirty-six hours.

## Will H. Hays

From the bicycle shop in which the Wright brothers first worked there was developed under the incentive of war a vast industry, the like of which, in short time of creation, perplexity of task, and actual accomplishment, has never been equaled. 5 Starting with practically nothing, during the eighteen months we were at war we produced nearly fourteen thousand airplanes and nearly forty-two thousand engines. It was one of the greatest industrial achievements of all time. 10

At the time of the Armistice a capital investment of \$100,000,000 was represented. Including the spruce forces, 250,000 operatives were employed. Training had been given to some 17,000 pilots, and many magnificent flying fields created, in addition 15 to the enormous stocks of airplanes and engines produced and on hand. The industry on the basis of an eight-hour day was producing planes at the rate of 12,000 a year and engines at the rate of 24,000 a year. 20

Engineers of the American aircraft industry deliberately set about capturing or establishing world records through refinement of design and introduction of new ideas, so that there were brought to the United States some forty-two of the fifty or so 25 world records, including speed, altitude, and endurance.

An American plane, equipped with American engines, was the first to fly the Atlantic.

## Great Speeches

American built planes and engines penetrated into the Alaskan wilderness at a time when such an overland flight was a marvel of ground organization and daring in the air.

5 An American built plane and engine spanned the continent from dawn to dusk, flying at a speed averaging 160 miles an hour.

American engineers and American mechanics designed and constructed the Shenandoah, demonstrating that the rigid aircraft monopoly which had  
10 been held by Germany was broken.

Americans with equipment completely American were the first to circumnavigate the globe. Nothing has been finer than this achievement, aided  
15 by the splendid sportsmanship of the English in coöperating to make the flight a success.

First among all nations the United States established air mail. It is the most convincing demonstration of the value of the airplane as a  
20 useful instrument in peaceful commerce. It is a complete refutation of the belief — and this belief is one of the worst enemies of aviation — that the airplane is solely, or even primarily, an instrument of destruction.

25 From New York to San Francisco mail planes operate day and night on an average of 32 hours. In the last six months of its operation on a tariff basis it has returned nearly \$320,000 to the Treasury. The United States Air Mail Service is the longest



## Will H. Hays

regularly operated aërial activity in the world. The trans-continental line is the longest airway in the world.

The night-lighted sections now functioning between Rock Springs, Wyoming, and Cleveland,<sup>5</sup> Ohio, which will shortly function between Cleveland and New York, constitute the only night-lighted airway in the world, with its 500,000,000 candle power beacons every 250 miles casting their beams 150 miles into the night, with<sup>10</sup> 5,000,000 candle power beacons every 25 miles, and 5000 candle power flashing lights every three miles.

The success of the air mail from an operating standpoint from July 1, 1924, when the regular day and night service was established, may be<sup>15</sup> summed up in the statement that, traveling at three times as great speed as the average first-class train, the mail planes are approximately as efficient in their regularity of operation.

During the last calendar year the air mail planes<sup>20</sup> flew more than 2,000,000 miles and carried more than 34,000,000 letters with a record of safety so impressive that insurance companies have granted patrons of air mail rates upon a parity with older transportation. Bankers are the heaviest patrons,<sup>25</sup> saying that it saves them millions of dollars. We use it ourselves; picture companies save money by paying as high as \$338 for one package.

If legislation now pending in Congress is passed

## Great Speeches

authorizing civil aviation and granting the Postmaster General authority to establish air mail routes, I am advised he will immediately designate New York and San Francisco, will extend the eastern terminus from New York to Boston, will establish a loop service between Chicago and Omaha by way of Kansas City, St. Louis, and St. Joseph and will divide the western end at Salt Lake City and Elko, Nevada, where one branch will run southwest from Salt Lake City to Los Angeles, and the other branch will run northwest from Elko to Portland, Tacoma, and Seattle. In this way at least 10,000,000 more people will be added to the millions now directly served.

15 All this is a most distinguished accomplishment. Too much credit cannot be given to Postmaster General New and Col. Paul Henderson.

To-day the aircraft industry as such in America has almost disappeared. Of the \$100,000,000 invested in aircraft plants at the time of the Armistice, certainly not one tenth remains. This industry, through which we had achieved world leadership in aeronautical engineering as visualized in world records and such performances as the Round-the-World Flight, is near collapse.

25 A year ago there were in existence not more than twenty aircraft and engine plants, employing a total of not more than 2000 operatives. Facilities for production have been so reduced that if an

## Will H. Hays

emergency of defense arose, it would undoubtedly be a year and a half before we could raise ourselves to the position of production which we occupied at the signing of the Armistice. Practically all of the 17,000 pilots, trained at a cost of many thousands of dollars each, have scattered.

What are we going to do about it?

There are too distinct phases of the problem.

First, emergency measures to meet the needs of the moment in a constructive way in the correction of any weaknesses and abuses, always with a view to making these steps conform to what must ultimately be developed as a permanent air policy.

Second, the formulation as soon as possible of a definite, comprehensive, and continuing program for the true development of our American air power.

The foundation of American air power must lie, of course, in the active interest of the American people, even in the remote corners of the country. The air mail enlists the selfish interests of the individual citizen, and to enlist the selfish interests of the individual citizen is a necessity. There has been much talk about America's position in aviation. It may be that it is impossible to overcome our deficiencies, but in the public lies the greatest responsibility.

The American public gets what it wants. It wants the right thing always if it takes stock of itself and

## Great Speeches

stops to consider what it wants. Let the public know that the mission of aircraft is to serve humanity and not destroy it; let it know the facts as to the need for national defense and what is being  
5 done elsewhere, and the support will come to carry out any proper program which responsible factors may deem necessary.

The situation presents no unsolvable problem. The things already accomplished are many times  
10 more difficult than those of the present or future. The development of anything that man devises comes out of an early period of disorderly confusion. I have great faith in the fulfillment.

### XIII. PUBLIC SERVICE

Few things in life are more valuable than friends. You will probably get half the happiness of your life through people, the ones chiefly that you love and admire. Some of them you know, and some of them you have got acquainted with through your reading. Some of them are with you often, and some you have never seen.

But whether our friends are present with us, so that we see them, or present only in imagination, it does us good to think about the people whom we admire, to talk about them, and to hear others tell about their fine qualities.

We like to hear speeches about worth-while people. It strengthens our belief in the qualities that are pointed out, and increases those very qualities in us, for we tend to grow to be like those about whom we think.

The six speeches in this group are alike in that they were each made in honor of some person who has given public service of value; but otherwise they are very different.

One is by your friend, Henry W. Longfellow, in praise of another friend of yours, Washington Irving.

The next concerns two young men at a dinner party. One of them, Mr. Chauncey M. Depew, at the age of eighty-three, makes a speech in honor of the eighty-fifth birthday of the other, Mr. Joseph Choate.

The third is a speech by Mr. Choate in honor of Miss Florence Nightingale, the founder of hospitals and an educator in the field of nursing.

## Great Speeches

The fourth speech of this group was made by Mr. John Skelton Williams, before the Virginia Society of Atlanta in 1907, in honor of that great American general and beloved leader of men, Robert E. Lee, in celebration of the hundredth anniversary of Lee's birth.

The speech of Robert C. Winthrop was made at the laying of the cornerstone of the Washington Monument on July Fourth, 1848.

When a statue of Shakespeare was set up in Central Park, New York, William Cullen Bryant, whom you all know as the author of the poems *To a Waterfowl* and *To a Fringed Gentian*, made the speech of the day in honor of the greatest of all poets.

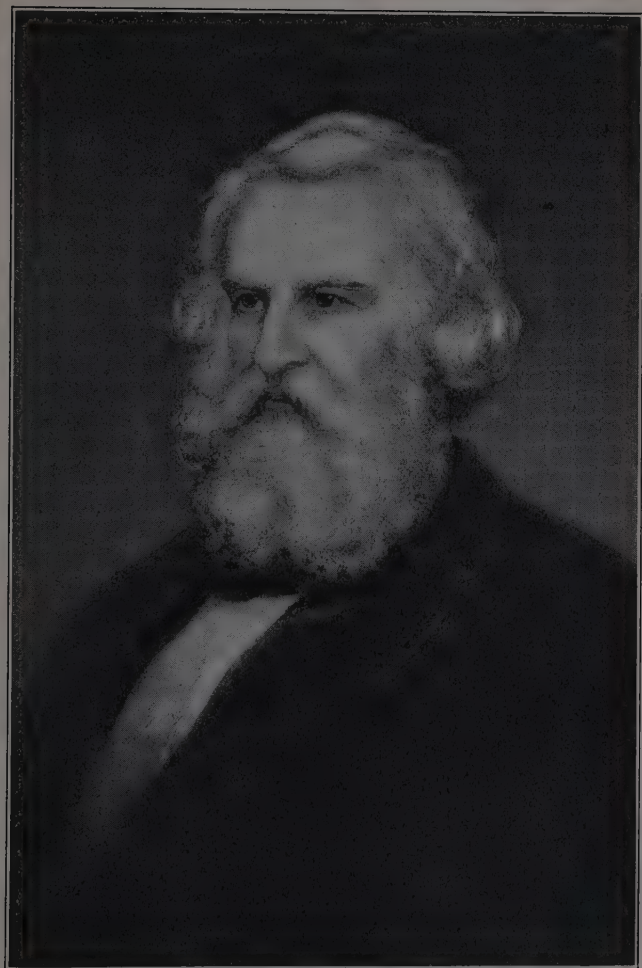
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#### A TRIBUTE TO WASHINGTON IRVING

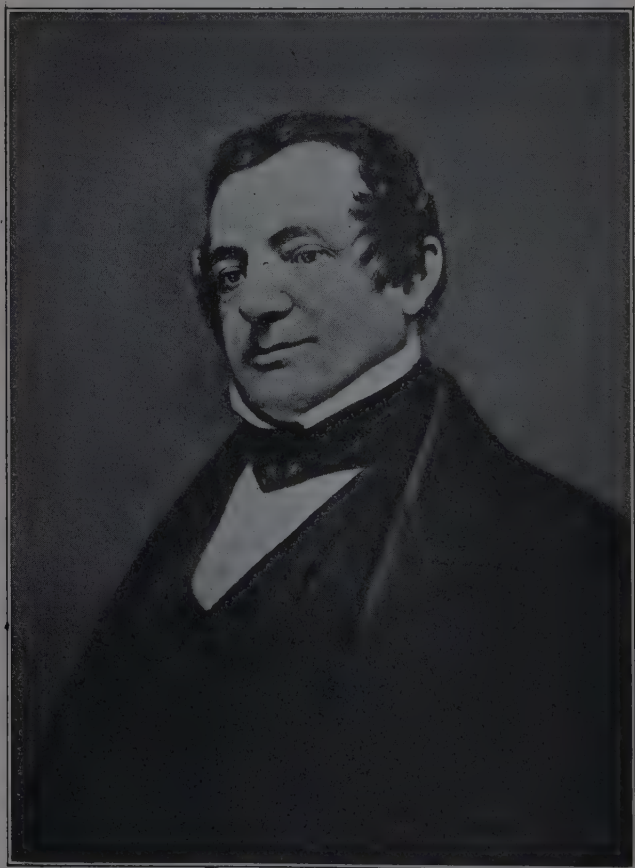
By Henry Wadsworth Longfellow

Every reader has his first book — I mean to say, one book among all others, which in early youth first fascinates his imagination and at once excites and satisfies his mind.

5 To me this first book was the *Sketch Book* by Washington Irving. I was a schoolboy when it was published, and read each succeeding number with ever increasing wonder and delight, spell-bound by its pleasant humor, its melancholy tender-  
10 ness, its atmosphere of revery; nay, even by its gray-brown covers, the shaded letters of the titles, and the fair, clear type, which seemed the outward symbol of the style.



HENRY WADSWORTH LONGFELLOW



WASHINGTON IRVING



## Henry Wadsworth Longfellow

How many delightful books the same author has given us, written before and since — volumes of history and fiction, most of which illustrate his native land, and some of which illuminate it, and make the Hudson, I will not say as classic, <sup>5</sup> but as romantic, as the Rhine. Yet still the charm of the *Sketch Book* remains unbroken; the old fascination still lingers about it; and whenever I open its pages, I open also that mysterious door which leads back into the haunted chambers of <sup>10</sup> youth.

Many years afterward I had the pleasure of meeting Mr. Irving in Spain, and found the author whom I had loved repeated in the man — the same playful humor, the same touches of sentiment, <sup>15</sup> the same poetic atmosphere, and, what I had admired still more, the entire absence of all literary jealousy, of all that mean avarice of fame, which counts what is given to another as so much taken from one's self. 20

One summer morning, passing his house at the early hour of six, I saw his study window already wide open. On my mentioning it to him afterwards, he said, "Yes, I am always at my work as early as six." Since then, I have often remembered <sup>25</sup> that sunny morning and that open window, so suggestive of his sunny temperament and his open heart, and equally so of his patient and persistent toil.

# Great Speeches

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## CHOATE'S EIGHTY-FIFTH BIRTHDAY

By Chauncey M. Depew

Mr. Chairman and Friends: In my sixty years on the platform, I have been introduced by all sorts and kinds and conditions of men, but never in my life have I been frescoed and rubbed up and  
5 down and painted so luridly and multifariously as I have been by the chairman to-night.

There are skeptics who will throw doubts upon vigorous age. I recently delivered an address before the Academy of Medicine upon the art of  
10 living long and growing old gracefully. In the accidents of newspaper selection, as to what the public wishes, the speech found a place on the front page of papers all over the country. Among many letters which I have received was one from Los  
15 Angeles, California, in which the writer says: "I have read in our local newspaper what you have to say about growing old. It is in the main all right. I am eighty years of age myself, but when you remark that you are as well in every respect at  
20 eighty-three as you were at fifty, it shows that your mind is impaired."

To live to be eighty-five or a hundred and five is not in itself a distinction or cause for congratulation. The elephant and the turtle can do better,

## Chauncey M. Depew

We have had many lawyers in this country, and our Bar <sup>1</sup> has been remarkable for its famous men. It is an unusual distinction to rise to the leadership of the American Bar and to hold it unquestioned for a long period. This our friend did. He also <sup>5</sup> took a leading part in many cases of national interest in which were settled principles of vast importance to the commercial, financial, and industrial activities of our country. To have been associated under such conditions for more than half a century and <sup>10</sup> have enjoyed the intimacy, admiration, and friendship of all the great lawyers of our land, is in itself a rare and beautiful life. To its pleasure and distinction is also added that our highest courts, which have always been distinguished, have been swayed <sup>15</sup> by the learning and the eloquence of the advocate.

When I came to New York permanently, over fifty years ago, there were nearly a score of orators of national reputation, especially as after-dinner speakers. I mean the after-dinner speech which, <sup>20</sup> while promoting gayety and hilarity, also enforces a truth or leaves a lesson. But first of them all was Mr. Choate.

We read with pleasure of the tilts in arms by the knights of old, especially as described by Sir Walter <sup>25</sup> Scott in *Ivanhoe*. But the tilts between the knights who were the speakers of the evening in those glori-

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<sup>1</sup> The profession of law.

## Great Speeches

ous days were quite as exciting, though not so dangerous.

For forty years very many times I have broken a lance with Mr. Choate. Unlike the ancient tournament, it was the one who spoke last who had his innings. I remember on one occasion he put me entirely out of commission. In a town in Western New York which had been named after me, the borers had struck natural gas, and immediately after the American fashion formed a company and proceeded to sell stock. Choate got hold of their prospectus, which read, "The Depew Natural Gas Company, Limited," and then in his own inimitable way brought down the house and overwhelmed me by asking, "Why limited?"

It was in competition with the great ancestry of American diplomats that Mr. Choate entered the service as Ambassador to Great Britain. He was there for six years. As a diplomat, he took an active and influential part in the settlement of acute questions of difference between the two countries. He soon became the most popular speaker for general occasions and especially for after-dinner speeches. His wit, genial humor, and charming personality won social England as it seldom has been won by any foreigner. At country houses all over the land, the week-end parties were repeating the latest *mot* or epigram of the American Ambassador.

## Joseph Choate

We pay many tributes in our lives to distinguished men because of their intellectual achievements, many tributes to dear friends because of their characters and personal qualities; but to-night our heads and hearts are in unison in greeting, <sup>5</sup> in hailing, and in extending most cordial good wishes to Mr. Choate, that he may pass his century and reach the goal of his ambition to be the oldest living graduate of Harvard University!

40

### FLORENCE NIGHTINGALE

By Joseph Choate

I consider it a very great privilege to be permitted to stand here for a few minutes to speak about Florence Nightingale.

How could this great convention of the nurses of America, gathered from all parts of the country, <sup>5</sup> representing a thousand schools of trained nurses; representing more than fifty thousand graduates of those schools, and more than twenty-five thousand pupils of those schools to-day — how could they better close their conference than by coming here <sup>10</sup> to-night to celebrate the foundation by that great woman of the one first great training school for nurses which was the model for them all?

And how could she, that venerable woman, be more highly honored than by this gathering, in a <sup>15</sup>

## Great Speeches

distant land, of these representatives of a profession which she really founded and created, to do her homage?

[Here followed an account of the life and work  
5 of Florence Nightingale.]

England is full of generosity to her heroes and her heroines. She rewards her great generals with magnificent sums; and so her people in this case wanted in like manner to honor this heroine of  
10 their own. The whole nation was up in arms to do her honor, to pay homage to her, and to make some reward for her wonderful sacrifices and services.

Subscriptions were opened not only in all parts of England, but in all the British Dominions extending all around the British Empire. Fifty thousand  
15 pounds were poured into her lap.

What did she say? She said, "Not for me. Not one penny for me. But it has been the ambition of my life to establish a training school for  
20 nurses, the first of its kind to be conducted on high and broad and pure methods and principles. Let it be devoted to that, and I accept the gift."

And so it came about that the first great nurses' training school was established, which bears her  
25 name. It is still supported by the "Nightingale Fund" and is a model and an example for all the training schools of the world.

I hope that before we close our proceedings this evening we shall authorize our presiding officer to



FLORENCE NIGHTINGALE





## John Skelton Williams

send her a cable of affection and gratitude for all the great work she has done, not only from all the nurses of America, but to testify the admiration of the entire American people for her great record and her noble life.

5

### 41

## ROBERT EDWARD LEE

By John Skelton Williams

General Lee was one of the few men whose greatness and glory culminated with defeat and who won from disaster the ever deepening love, the ever rising reverence, of mankind. His character and his qualities, which are the essentials and the realities of a man, live.

As those who knew and followed him in his lifetime die, the hosts of those who know and love him multiply continually. As immediate personal recollection of him recedes along the ever lengthening vista of time and becomes dim and misty, the world beyond the boundaries of the dead republic for which he fought learns him more intimately, feels more strongly the power of his sublimity. As the serene white light of history shines upon him more clearly and more brightly, it shows him rising ever higher and more majestic, and reveals to humanity that one of its noblest conceptions is personified.

As Lee is among the few who from defeat and disaster have grown to glory ever increasing, so the

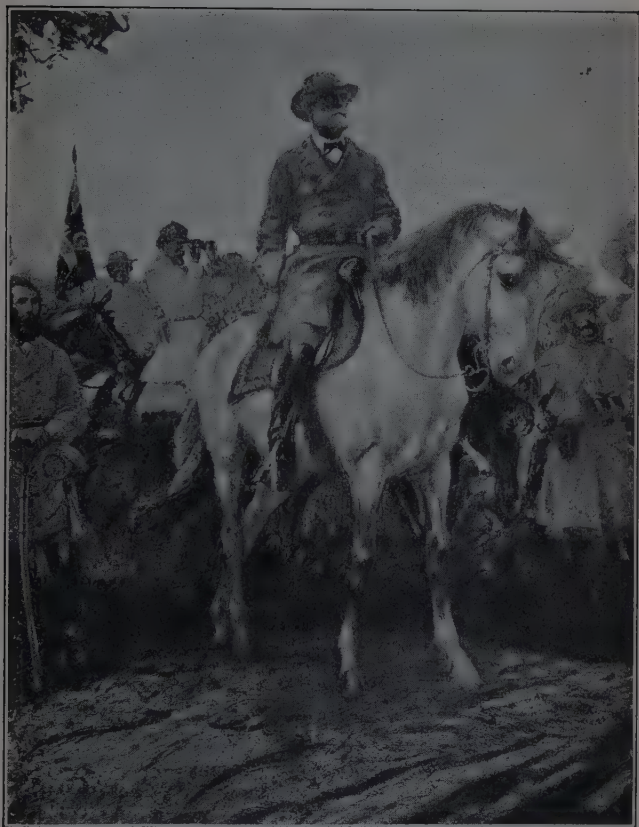
## Great Speeches

people whom he led and whose old ideals his life expressed are conspicuous in history, in marching from surrender to conquest; in coming through humiliation to victory, to dazzling achievement  
5 through subjugation. The South has marched straight over stone strewn roads and towering obstacles from Appomattox to Empire.

Each man returning from the war bore with him a purpose and an inspiration.

10 General Lee did not need the stern discipline of the army or the activities of war to exact obedience from those who followed him. His spirit pervaded his camps. The mightiness and the beauty of his soul were felt and shared regardless of distance or  
15 difference in military rank. These men continued to be Lee's men after they had ceased to be soldiers. They bore home with them his pure courage, his deathless faith, his calm but indomitable determination that for the South defeat should not mean  
20 despair, and disappointment should not bring with it ruin and obliteration.

Sturdily, steadily, patiently, and fearlessly as Lee's people pressed up the hill and broke through the smoke clouds at Gettysburg; as they followed  
25 to the gloomy glory of Appomattox, Lee's people have pressed and striven and climbed from Appomattox to now, and are through the clouds and toward the crest, in the full glow of the light, marching abreast with those who were victors over them,



ROBERT E. LEE



*C. O. Buckingham Co.*

THE WASHINGTON MONUMENT, WASHINGTON, D. C.

## Robert C. Winthrop

shoulder to shoulder with former enemies in strong and joyous emulation, the spreading spirit of Lee's heroism and patience, purity and splendid purpose and manhood urging all, ennobling all.

My earnest hope and prayer are that in the advance of our country toward world supremacy, as in the advance of the South from ashes and darkness and desolation to prosperity and wealth, all our glory may be guided by the manly honesty, the supreme courage, the purity of thought of Lee; <sup>10</sup> and that the New South, however brilliant its future may be, shall be governed always by the rigid sense of personal honor, the high chivalry, the plain straightforward dealing, and the fine sense of integrity that marked and honored the Old <sup>15</sup> South, and has made the memory, the glory, and the beauty of it imperishable.

### 42

## THE WASHINGTON MONUMENT

By Robert C. Winthrop

In this eight-and-fortieth year since his death, we have come together to lay the corner stone of a national monument to Washington.

The day, the place, the witnesses, the period in the world's history and in our own history — all, <sup>5</sup> all are most appropriate to the occasion.

The day is appropriate. On this Fourth Day

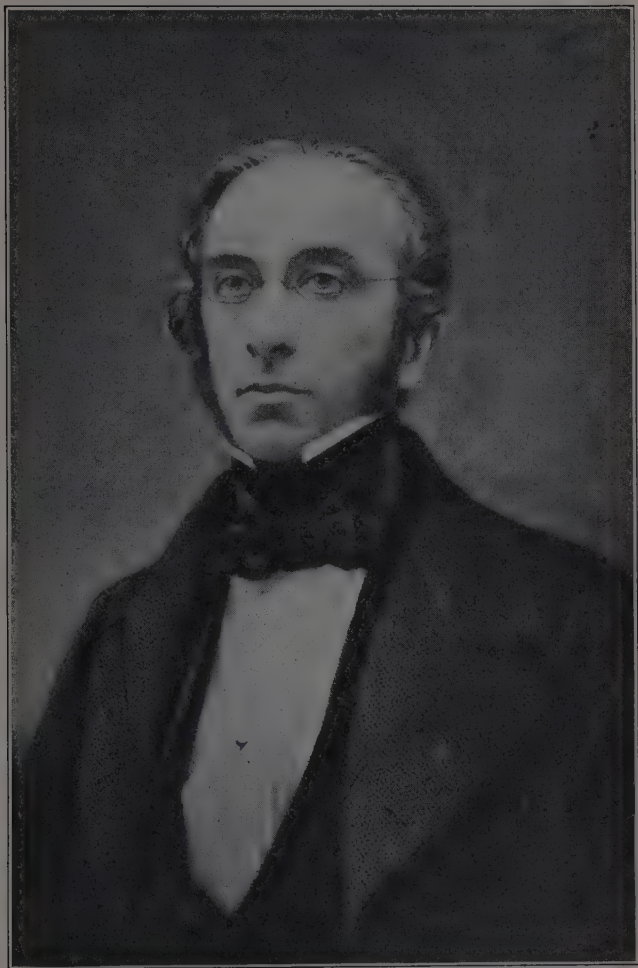
## Great Speeches

of July — emphatically the people's day — we come most fitly to acknowledge the people's debt to their first and greatest benefactor.

The place is appropriate. We are on the banks  
5 of his own beloved and beautiful Potomac. On one side of us, within a few hours' sail, are the hallowed scenes amid which Washington spent all of his mature life which was not devoted to the public service of the country, and where still repose, in  
10 their original resting place, all that remained of him when life was over. On the other side, and within our more immediate view, is the Capitol of the Republic, standing on the site selected by himself, and within whose walls the rights which  
15 he vindicated, the principles which he established, the institutions which he founded, have been, and are still to be, maintained, developed, and advanced.

The witnesses are appropriate, and such as eminently befit the occasion. The President of the  
20 United States is here; Representatives of foreign nations; the Vice-President and Senate; the Heads of Departments; the Judiciary; the Authorities of the City and District; the representatives of the people — all are here, eager to attest their rever-  
25 ence for one whom statesmen and soldiers have conspired in pronouncing to have been first alike in peace and in war.

To-day, fellow citizens, let us seize this occasion to renew to each other our vows of allegiance and



ROBERT C. WINTHROP





## William Cullen Bryant

devotion to the American Union, and let us recognize in our common title to the name and the fame of Washington, and in our common veneration for his example and his advice, the power which shall hold the stars of our confederacy in one glorious constellation forever !

Lay the corner stone of a monument which shall adequately bespeak the gratitude of the whole American people ! But let not your homage to his memory end here. Think not to transfer to a <sup>10</sup> tablet or a column the tribute which is due from yourselves. Just honor to Washington can be rendered only by observing his precepts and imitating his example. He has built his own monument. We and those who come after us are its appointed, <sup>15</sup> its privileged guardians. This widespread Republic is the true monument to Washington. Let it stand before the world in all its original strength and beauty, securing peace, order, equality, and freedom to all within its boundaries, and shedding <sup>20</sup> light, and hope, and joy upon the pathway of human liberty throughout the world.

43

### IN HONOR OF SHAKESPEARE

By William Cullen Bryant

We have come together, my friends, for the purpose of celebrating the erection of a statue to

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one of the most wonderful men that ever lived;  
a genius great, far beyond all ordinary greatness,  
and destined to hold the admiration of mankind  
through century after century in the ages yet to  
5 come.

In a part of this republic which within a few years  
past has been added to our union, lying between  
the Rocky Mountains and the western sea, are  
yet standing a few groves of a peculiar kind of tree,  
10 prodigious in bulk and height, and seemingly produced  
by nature to show mankind to what size a  
tree can attain in a favorable soil and a congenial  
climate, with no enemy to lay the ax at its root.  
The traveler who enters these mighty groves al-  
15 most expects to see some huge son of Anak<sup>1</sup> stalk-  
ing in the broad valleys between their gigantic  
trunks, or some mammoth or mastodon<sup>2</sup> browsing  
on the lower branches.

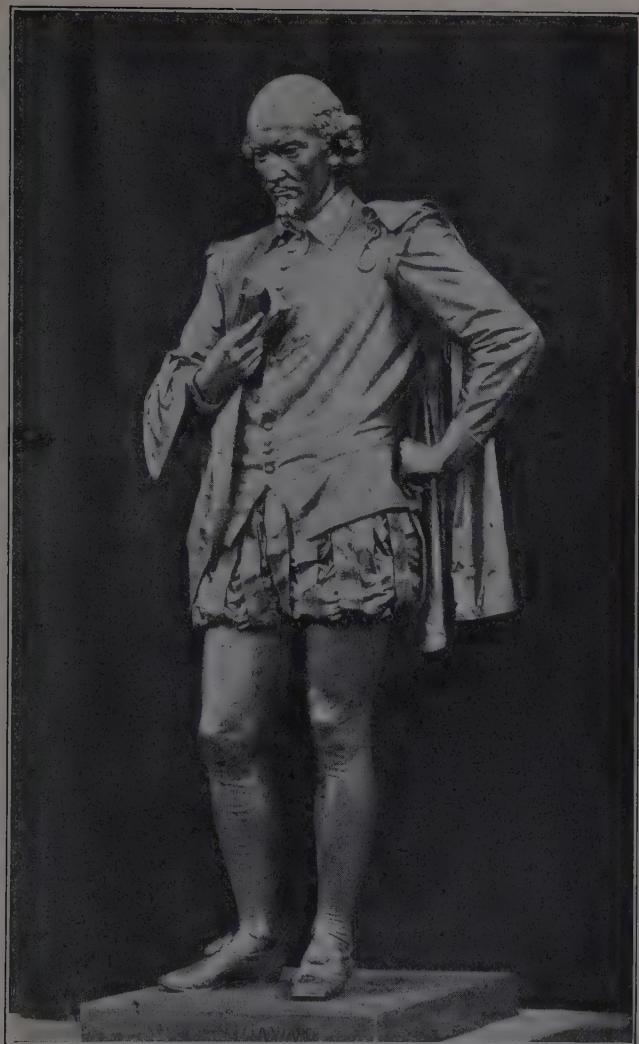
So it is with these great minds which the Maker  
20 of all sometimes sends upon the earth and among  
mankind, as if to show us of what vast enlargement  
the faculties of the human intellect are capable.

Such a great mind was that of Shakespeare.  
An imagination so creative, a reason so vigorous,  
25 a wisdom so clear and comprehensive, taking views  
of life, and character and duty so broad and just and  
true, a spirit so fiery and at the same time so gentle,

---

<sup>1</sup> A giant mentioned in the Bible.

<sup>2</sup> A huge kind of elephant which lived long ago on the earth.



WILLIAM SHAKESPEARE

A statue by J. I. A. Ward, in Central Park, New York City.



## William Cullen Bryant

such acuteness of observation and such power of presenting to other minds what is observed — such a combination of qualities seems to afford us a glimpse of what the immortal part of man shall be when it shall be left to the full and free exercise of the powers with which God endowed it.

The fame of our great dramatist fills the civilized world. To the great chorus of admiration which rises from all civilized nations we this day add our voices as we erect to the memory of Shakespeare the effigy of his bodily form and features.

The spot on which this statue is placed will henceforth be associated with numberless ideas and images called up in the mind of the visitor by the name of Shakespeare. To all whose imagination is easily kindled into activity it will seem forever haunted by the personages whom he created and who live in his drama: the grave magician Prospero, and his simple-hearted daughter Miranda; his dainty spirit Ariel; the white-haired Lear and the loving Cordelia; the jealous Moor and the gentle Desdemona. To those who chance to tread these walks by moonlight, the ghost of the royal Dane may shape itself from the vapors of the night and again disappear.

To memories and associations like these we devote this spot henceforth and forever.

## XIV. THE FLAG OF AMERICA

Here are two great speeches on the American flag, by two great men, Woodrow Wilson and Franklin K. Lane, one a short time ago the President, and the other the Secretary of the Interior.

They are both great speeches, very simple in language and noble in feeling, well worth your time and your best thought. They are very different, yet they say, each in its own way, the same thing.

### 44

#### FLAG DAY ADDRESS

By Woodrow Wilson

My Fellow Citizens: We meet to celebrate Flag Day because this flag which we honor and under which we serve is the emblem of our unity, our power, our thought and purpose as a nation. It has no other character than that which we give it from generation to generation. The choices are ours. It floats in majestic silence over the hosts that execute these choices, whether in peace or in war.

And yet though silent, it speaks to us — speaks to us of the past, of the men and women who went before us and of the records they wrote upon it. We celebrate the day of its birth; and from its birth until now it has witnessed a great history, has

## Woodrow Wilson

floated on high the symbol of great events, of a great plan of life worked out by a great people.

We are about to carry it into battle, to lift it where it will draw the fire of our enemies. We are about to bid thousands, hundreds of thousands, <sup>5</sup> it may be millions, of our men, the young, the strong, the capable men of our nation, to go forth and die beneath it on fields of blood far away — for what? For some unaccustomed thing? For something for which it has never sought the fire <sup>10</sup> before? American armies were never before sent across the seas. Why are they sent now? For some new purpose, for which this great flag has never been carried before, or for some old, familiar, heroic purpose for which it has seen men, its own <sup>15</sup> men, die on every battlefield upon which Americans have borne arms since the Revolution?

These are questions which must be answered. We are Americans. We in our turn serve America, and can serve her with no private purpose. We <sup>20</sup> must use her flag as she has always used it. We are accountable at the bar of history and must plead in utter frankness what purpose we wish to serve.

It is plain enough how we were forced into the war. The extraordinary insults and aggressions of <sup>25</sup> the Imperial German Government left us no self-respecting choice but to take up arms in defense of our rights as a free people and of our honor as a sovereign government. The military masters of

## Great Speeches

Germany denied us the right to be neutral. They filled our unsuspecting communities with vicious spies and conspirators, and sought to corrupt the opinion of our people in their own behalf. When  
5 they found that they could not do that, their agents diligently spread sedition among us, and sought to draw our own citizens from their allegiance — and some of those agents were men connected with the official Embassy of the German Government itself  
10 here in our own capital.

They sought by violence to destroy our industries and arrest our commerce. They tried to incite Mexico to take up arms against us, and draw Japan into a hostile alliance with her — and that not by  
15 indirection, but by direct suggestion from the Foreign Office in Berlin. They impudently denied us the right of the high seas, and repeatedly executed their threat that they would send to their death any of our people who ventured to approach the shores  
20 of Europe.

Men began to look upon their own neighbors with suspicion, and to wonder in their hot resentment and surprise whether there was any community in which hostile intrigue did not lurk. What great  
25 nation in such circumstances would not have taken up arms? Much as we had desired peace, it was denied us, and not of our own choice. The flag under which we serve would have been dishonored had we withheld our hand.



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But that is only a part of the story. We know now as clearly as we knew before we were ourselves engaged that we are not the enemies of the German people and that they are not our enemies. They did not originate or desire this hideous war, or <sup>5</sup> wish that we should be drawn into it; and we are vaguely conscious that we are fighting their cause, as they shall some day see it, as well as our own. They are themselves in the grip of the same sinister power that has now at last stretched its ugly talons <sup>10</sup> out and drawn blood from us. The whole world is at war because the whole world is in the grip of that power and is trying out the great battle which shall determine whether it is to be brought under its mastery or fling itself free. <sup>15</sup>

The facts are patent to all the world, and nowhere are they more plainly seen than in the United States. And the great fact that stands out above all the rest is that this is a People's War, a war for freedom and justice and self-government among <sup>20</sup> all the nations of the world, a war to make the world safe for the peoples who live upon it and have made it their own, the German people themselves included; and that with us rests the choice to help set the world free, or else stand aside and <sup>25</sup> let it be dominated by a power in the face of which political freedom must wither and perish.

For us there is but one choice. We have made it. We are ready to plead at the bar of history,

## Great Speeches

and our flag shall wear a new luster. Once more we shall make good with our lives and fortunes the great faith to which we were born, and a new glory shall shine in the face of our people.

### 45

#### MAKERS OF THE FLAG

By Franklin K. Lane

This morning as I passed into the Land Office, The Flag dropped me a most cordial salutation, and from its rippling folds I heard it say, "Good morning, Mr. Flag Maker."

5 "I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a Government Clerk."

10 "I greet you again, Mr. Flag Maker," replied the gay voice, "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho, or perhaps you found the mistake in that  
15 Indian contract in Oklahoma, or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter;  
20 whichever one of these beneficent individuals you

## Franklin K. Lane

may happen to be, I give you greeting, Mr. Flag Maker."

I was about to pass on, when The Flag stopped me with these words :

"Yesterday the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer. Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night, to give her boy an education. She too is making the flag. Yesterday we made a new law to prevent financial panics, and yesterday, maybe, a school teacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the flag."

"But," I said impatiently, "these people were only working!"

20

Then came a great shout from The Flag :

"The work that we do is the making of the flag! I am not the flag! not at all. I am but its shadow. I am what you make me, nothing more. I am your belief in yourself, your dream of what a people may become. I live a changing life, a life of moods and passions, of heartbreaks and tired muscles. Sometimes I am strong with pride, when men do an honest day's work, fitting the rails together

## Great Speeches

truly. Sometimes I droop, for then purpose has gone from me, and cynically I play the coward. Sometimes I am loud, garish, and full of that ego that blasts judgment. But always I am all that  
5 you hope to be, and have the courage to try for. I am song and fear, struggle and panic, and ennobling hope.

“I am the day’s work of the weakest man, and the largest dream of the most daring. I am the Consti-  
10 tution and the courts, statutes and statute makers, soldier and dreadnaught, drayman and street sweep, cook, counselor, and clerk.

“I am the battle of yesterday and the mistake of to-morrow. I am the mystery of the men who do  
15 without knowing why. I am the clutch of an idea, and the reasoned purpose of resolution. I am no more than what you believe me to be, and I am all you believe I can be. I am what you make me, nothing more.

20 “I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and my stripes are your dream and your labors. They are bright with cheer, brilliant with  
25 courage, firm with faith, because you have made them so in your hearts. For you are the makers of the flag, and it is well that you glory in the making.”

## XV. WORLD DEMOCRACY

The World War was a very important event. It concerned every civilized nation in the world. Its effect upon these peoples, ourselves included, was very great and far-reaching. It changed the way they lived and the way they thought. Few things remain as they were before.

This war cost enormous sums of money. It cost untold misery and suffering. It cost millions of human lives. The material wreckage is not yet paid for. People will still be paying for this war when you are old. You will be helping to pay for it all your life.

Why did we enter this war?

What causes forced us into it?

What purpose did we have in view?

It is important that you understand these points. The speeches of Wilson, his Second Inaugural Address, a part of which is given, and his War Message to Congress, which is given in full, will make clear the reasons for our taking part in the war, and the things we sought to do by entering and taking our part.

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## THE SECOND INAUGURAL ADDRESS

By Woodrow Wilson

The four years which have elapsed since last I stood in this place have been crowded with counsel and action of the most vital interest and consequence.

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The tragical events of the thirty months of vital turmoil through which we have just passed have made us citizens of the world. There can be no turning back. Our own fortunes as a nation are involved, whether we would have it so or not.

We are not the less American on that account. We shall be the more American if we but remain true to the principles in which we have been  
10 bred. They are not the principles of a province or of a single continent. We have known and boasted all along that they were the principles of a liberated mankind. These, therefore, are the things we shall stand for, whether in war or in  
15 peace :

That all nations are equally interested in the peace of the world and in the political stability of free peoples, and equally responsible for their maintenance ;

20 That the essential principle of peace is the actual equality of nations in all matters of right or privilege ;

That peace cannot securely or justly rest upon an armed balance of power ;

25 That governments derive all their just powers from the consent of the governed and that no other powers should be supported by the common thought, purpose, or power of the family of nations ;

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That the seas should be equally free and safe for the use of all peoples, under rules set up by common agreement and consent, and that, so far as practicable, they could be accessible to all upon equal terms ;

5

That national armaments should be limited to the necessities of national order and domestic safety ;

That the community of interest and of power upon which peace must henceforth depend imposes upon each nation the duty of seeing to it that all influences proceeding from its own citizens meant to encourage or assist revolution in other states should be sternly and effectually suppressed and prevented.

15

I need not argue these principles to you, my fellow countrymen : they are your own, part and parcel of your own thinking and your own motive in affairs. They spring up native among us. Upon this as a platform of purpose and of action we can stand together.

I pray God I may be given the wisdom and the prudence to do my duty in the true spirit of this great people.

The thing I shall count upon, the thing without which neither counsel nor action will avail, is the unity of America — an America united in feeling, in purpose, and in its vision of duty, of opportunity, and of service.

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## THE WAR MESSAGE TO CONGRESS

By Woodrow Wilson

(April 2, 1917)

I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made, and made immediately, which it was neither right nor constitutionally  
5 permissible that I should assume the responsibility of making.

On the third of February last I officially laid before you the extraordinary announcement of the Imperial German Government that on and after  
10 the first day of February it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe or any of  
15 the ports controlled by the enemies of Germany within the Mediterranean. That had seemed to be the object of the German submarine warfare earlier in the war, but since April of last year the Imperial Government had somewhat restrained the com-  
20 manders of its undersea craft in conformity with its promise then given to us that passenger boats should not be sunk and that due warning would be given to all other vessels which its submarines might seek to destroy, when no resistance was



offered or escape attempted, and care taken that their crews were given at least a fair chance to save their lives in their open boats. The precautions taken were meager and haphazard enough, as was proved in distressing instance after instance in the progress of the cruel and unmanly business, but a certain degree of restraint was observed.

The new policy has swept every restriction aside. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board, the vessels of friendly neutrals along with those of belligerents. Even hospital ships and ships carrying relief to the sorely bereaved and stricken people of Belgium, though the latter were provided with safe conduct through the proscribed areas by the German Government itself and were distinguished by unmistakable marks of indentivity, have been sunk with the same reckless lack of compassion or of principle.

I was for a little while unable to believe that such things would in fact be done by any government that had hitherto subscribed to the humane practices of civilized nations. International law had its origin in the attempt to set up some law which would be respected and observed upon the seas, where no nation had right of dominion and where lay the free highways of the world. By

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painful stage after stage has that law been built up, with meager enough results, indeed, after all was accomplished that could be accomplished, but always with a clear view, at least, of what the heart and conscience of mankind demanded. This minimum of right the German Government has swept aside under the plea of retaliation and necessity and because it had no weapons which it could use at sea except these which it is impossible to employ as it is employing them without throwing to the winds all scruples of humanity or of respect for the world. I am not now thinking of the loss of property involved, immense and serious as that is, but only of the wanton and wholesale destruction of the lives of non-combatants, men, women, and children, engaged in pursuits which have always, even in the darkest periods of modern history, been deemed innocent and legitimate. Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind.

It is a war against all nations. American ships have been sunk, American lives taken, in ways which it has stirred us very deeply to learn of, but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination. The challenge is to all mankind.

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Each nation must decide for itself how it will meet it. The choice we make for ourselves must be made with a moderation of counsel and a temperateness of judgment befitting our character and our motives as a nation. We must put excited feeling away. <sup>5</sup> Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion.

When I addressed the Congress on the twenty-<sup>10</sup> sixth of February last I thought that it would suffice to assert our neutral rights with arms, our right to keep our people safe against unlawful violence. But armed neutrality, it now appears, is impracticable. Because submarines are in effect <sup>15</sup> outlaws when used as the German submarines have been used against merchant shipping, it is impossible to defend ships against their attacks as the laws of nations has assumed that merchantmen would defend themselves against privateers or cruisers, <sup>20</sup> visible craft giving chase upon the open sea.

It is common prudence in such circumstances, grim necessity indeed, to endeavor to destroy them before they have shown their own intention. They must be dealt with upon sight, if dealt with at all. <sup>25</sup> The German Government denies the right of neutrals to use arms at all within the areas of the sea which it has proscribed, even in the defense of rights which no modern publicist has ever before ques-

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tioned their right to defend. The intimation is conveyed that the armed guards which we have placed on our merchant ships will be treated as beyond the pale of law and subject to be dealt with  
5 as pirates would be. Armed neutrality is ineffectual enough at best; in such circumstances and in the face of such pretensions it is worse than ineffectual: it is likely only to produce what it was meant to prevent; it is practically certain to draw  
10 us into the war without either the rights or the effectiveness of belligerents.

There is one choice we cannot make, we are incapable of making; we will not choose the path of submission and suffer the most sacred rights of  
15 our nation and our people to be ignored or violated. The wrongs against which we now array ourselves are no common wrongs; they cut to the very roots of human life.

With a profound sense of the solemn and even  
20 tragical character of the step I am taking and of the grave responsibilities which it involves, but in unhesitating obedience to what I deem my constitutional duty, I advise that the Congress declare the recent course of the Imperial German Government  
25 to be in fact nothing less than war against the government and people of the United States; that it formally accept the status of belligerent which has thus been thrust upon it; and that it take immediate steps not only to put the country in a more

## Woodrow Wilson

thorough state of defense but also to exert all its power and employ all its resources to bring the Government of the German Empire to terms and end the war.

What this will involve is clear. It will involve <sup>5</sup> the utmost practicable coöperation in counsel and action with the governments now at war with Germany, and, as incident to that, the extension to those governments of the most liberal financial credits, in order that our resources may so far as <sup>10</sup> possible be added to theirs. It will involve the organization and mobilization of all the material resources of the country to supply the materials of war and serve the incidental needs of the nation in the most abundant and yet the most economical <sup>15</sup> and efficient way possible. It will involve the immediate full equipment of the navy in all respects but particularly in supplying it with the best means of dealing with the enemy's submarines. It will involve the immediate addition to the armed forces <sup>20</sup> of the United States already provided for by law in case of war at least five hundred thousand men, who should, in my opinion, be chosen upon the principle of universal liability to service, and also the authorization of subsequent additional in- <sup>25</sup> crements of equal force so soon as they may be needed and can be handled in training. It will involve also, of course, the granting of adequate credits to the Government, sustained, I hope, so

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far as they can equitably be sustained by the present generation, by well conceived taxation.

I say sustained so far as may be equitable by taxation because it seems to me that it would be most  
5 unwise to base the credits which will now be necessary entirely on money borrowed. It is our duty, I most respectfully urge, to protect our people so far as we may against the very serious hardships and evils which would be likely to arise out of  
10 the inflation which would be produced by vast loans.

In carrying out the measures by which these things are to be accomplished we should keep constantly in mind the wisdom of interfering as little  
15 as possible in our own preparation and in the equipment of our own military forces with the duty — for it will be a very practical duty — of supplying the nations already at war with Germany with the materials which they can obtain only from us or by  
20 our assistance. They are in the field and we should help them in every way to be effective there.

I shall take the liberty of suggesting, through the several executive departments of the Government, for the consideration of your committees, measures  
25 for the accomplishment of the several objects I have mentioned. I hope that it will be your pleasure to deal with them as having been framed after very careful thought by the branch of the Government upon which the responsibility of conducting

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the war and safeguarding the nation will most directly fall.

While we do these things, these deeply momentous things, let us be very clear, and make very clear to all the world what our motives and our objects are. My own thought has not been driven from its habitual and normal course by the unhappy events of the last two months, and I do not believe that the thought of the nation has been altered or clouded by them. I have exactly the same things in mind now that I had in mind when I addressed the Senate on the twenty-second of January last; the same that I had in mind when I addressed the Congress on the third of February and on the twenty-sixth of February. Our object now, as then, is to vindicate the principles of peace and justice in the life of the world as against selfish and autocratic power, and to set up among the really free and self-governed peoples of the world such a concert of purpose and of action as will henceforth insure the observance of those principles.

Neutrality is no longer feasible or desirable where the peace of the world is involved and the freedom of its peoples, and the menace to that peace and freedom lies in the existence of autocratic governments backed by organized force which is controlled wholly by their will, not by the will of their people. We have seen the last of

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neutrality in such circumstances. We are at the beginning of an age in which it will be insisted that the same standards of conduct and of responsibility for wrong done shall be observed among nations and their governments that are observed among the individual citizens of civilized states.

We have no quarrel with the German people. We have no feeling towards them but one of sympathy and friendship. It was not upon their impulse that their government acted in entering this war. It was not with their previous knowledge or approval. It was a war determined upon as wars used to be determined upon in the old, unhappy days when peoples were nowhere consulted by their rulers and wars were provoked and waged in the interest of dynasties or of little groups of ambitious men who were accustomed to use their fellow men as pawns and tools. Self-governed nations do not fill their neighbor states with spies or set the course of intrigue to bring about some critical posture of affairs which will give them an opportunity to strike and make conquest. Such designs can be successfully worked out only under cover and where no one has the right to ask questions. Cunningly contrived plans of deception or aggression, carried, it may be, from generation to generation, can be worked out and kept from the light only within the privacy of courts or behind the carefully guarded confidences of a narrow and privileged



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class. They are happily impossible where public opinion commands and insists upon full information concerning all the nation's affairs.

A steadfast concert for peace can never be maintained except by a partnership of democratic nations. No autocratic government could be trusted to keep faith within it or observe its covenants. It must be a league of honor, a partnership of opinion. Intrigue would eat its vitals away; the plottings of inner circles who could plan what they would and render account to no one would be a corruption seated at its very heart. Only free peoples can hold their purpose and their honor steady to a common end and prefer the interests of mankind to any narrow interest of their own. 15

Does not every American feel that assurance has been added to our hope for the future peace of the world by the wonderful and heartening things that have been happening within the last few weeks in Russia? Russia was known by those who knew it best to have been always in fact democratic at heart, in all the vital habits of her thought, in all the intimate relationships of her people that spoke their natural instinct, their habitual attitude towards life. The autocracy that crowned the summit of her political structure, long as it had stood and terrible as was the reality of its power, was not in fact Russian in origin, character, or purpose; and now it has been shaken off and the great, 25

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generous Russian people have been added in all their naïve majesty and might to the forces that are fighting for freedom in the world, for justice, and for peace. Here is a fit partner for a League of  
5 Honor.

One of the things that has served to convince us that the Prussian autocracy was not and could never be our friend is that from the very outset of the present war it has filled our unsuspecting communities and even our offices of government with  
10 spies and set criminal intrigues everywhere afoot against our national unity of counsel, our peace within and without, our industries and our commerce. Indeed it is now evident that its spies were  
15 here even before the war began; and it is unhappily not a matter of conjecture but a fact proved in our courts of justice that the intrigues which have more than once come perilously near  
20 to disturbing the peace and dislocating the industries of the country have been carried on at the instigation, with the support, and even under the personal direction of official agents of the Imperial Government accredited to the Government of the United States. Even in checking these things and  
25 trying to extirpate them we have sought to put the most generous interpretation possible upon them because we knew that their source lay, not in any hostile feeling or purpose of the German people towards us (who were, no doubt, as ignorant

## Woodrow Wilson

of them as we ourselves were), but only in the selfish designs of a Government that did what it pleased and told its people nothing. But they played their part in serving to convince us at last that that Government entertains no real friendship for us<sup>5</sup> and means to act against our peace and security at its convenience. That it means to stir up enemies against us at our very doors the intercepted note to the German Minister at Mexico City is eloquent evidence. 10

We are accepting this challenge of hostile purpose because we know that in such a government, following such methods, we can never have a friend; and that in the presence of its organized power, always lying in wait to accomplish we know not<sup>15</sup> what purpose, there can be no assured security for the democratic governments of the world. We are now about to accept gauge of battle with this natural foe to liberty, and shall, if necessary, spend the whole force of the nation to check and nullify its<sup>20</sup> pretensions and its power. We are glad, now that we see the facts with no veil of false pretense about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations<sup>25</sup> great and small and the privilege of men everywhere to choose their way of life and of obedience.

The world must be made safe for democracy. Its peace must be planted upon the tested foundations

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of political liberty. We must have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make.  
5 We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

Just because we fight without rancor and without selfish object, seeking nothing for ourselves but  
10 what we shall wish to share with all free peoples, we shall, I feel confident, conduct our operations as belligerents without passion and ourselves observe with proud punctilio the principles of right  
15 and of fair play we profess to be fighting for.

I have said nothing of the governments allied with the Imperial Government of Germany because they have not made war upon us or challenged us to defend our right and our honor. The Austro-  
20 Hungarian Government has, indeed, avowed its unqualified indorsement and acceptance of the reckless and lawless submarine warfare adopted now without disguise by the Imperial German Government, and it has therefore not been possible  
25 for this Government to receive Count Tarnowski, the Ambassador recently accredited to this Government by the Imperial and Royal Government of Austria-Hungary; but that Government has not actually engaged in warfare against citizens of the

## Woodrow Wilson

United States on the seas, and I take the liberty, for the present at least, of postponing a discussion of our relations with the authorities at Vienna. We enter this war only where we are clearly forced into it because there are no other means of 5 defending our rights.

It will be all the easier for us to conduct ourselves as belligerents in a high spirit of right and fairness because we act without animus, not in enmity towards a people or with the desire to bring any 10 injury or disadvantage upon them, but only in armed opposition to an irresponsible government which has thrown aside all considerations of humanity and of right and is running amuck. We are, let me say again, the sincere friends of the 15 German people, and shall desire nothing so much as the early reestablishment of intimate relations of mutual advantage between us — however hard it may be for them, for the time being, to believe that this is spoken from our hearts. We have 20 borne with their present government through all these bitter months because of that friendship — exercising a patience and forbearance which would otherwise have been impossible. We shall, happily, still have an opportunity to prove that friendship 25 in our daily attitude and actions towards the millions of men and women of German birth and native sympathy who live among us and share our life, and we shall be proud to prove it towards all

## Great Speeches

who are in fact loyal to their neighbors and to the Government in the hour of test. They are, most of them, as true and loyal Americans as if they had never known any other fealty or allegiance. They  
5 will be prompt to stand with us in rebuking and restraining the few who may be of a different mind and purpose. If there should be disloyalty, it will be dealt with with a firm hand of stern repression; but, if it lifts its head at all, it will lift it only here  
10 and there and without countenance except from a lawless and malignant few.

It is a distressing and oppressive duty, Gentlemen of the Congress, which I have performed in thus addressing you. There are, it may be, many  
15 months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we  
20 shall fight for the things which we have always carried nearest our hearts — for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion  
25 of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the

## Woodrow Wilson

pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

5





## APPENDIX



# QUESTIONS, NOTES, AND SUGGESTIONS

## 1

### QUESTIONS

1. What is the purpose of this speech?
2. What has been the increase in the population of the United States for the last four periods of ten years each?
3. What part of this increase has come from immigration?
4. What is the oath of allegiance required of persons desiring to become citizens of the United States?
5. For what does Wilson say the United States was founded?
6. How does Wilson say the new citizen ought to look upon the country from which he came?
7. What passions divide men? What feelings unite them? Give examples.
8. What does Wilson say of the man who seeks to divide our people into groups?
9. What has America to give to the new citizen?
10. In what way are the new citizens enriching America?

## Appendix

11. Name some of the notable Americans of foreign birth who have helped to strengthen the ideals of America in hope, liberty, and justice.

### OTHER SPEECHES BY WILSON

1. The Answer to the Pope's Peace Proposal
2. The League of Nations, a series delivered in 1919

### AN ASSEMBLY PROGRAM

This speech can be made the center of a striking and effective assembly program for the purpose of impressing the principles and ideals of America.

The audience of newly naturalized citizens may be represented by students in the native costumes of the various countries of Europe. The speech of the mayor should be somewhat expanded. Singing can be effectively introduced, and the stage made gay with flags.

### BOOKS ON WILSON

*Woodrow Wilson, the Man and His Work*, by H. J. Ford, published by Appleton and Co. This book has an excellent portrait. Chapter xii, *Personal Traits*, is especially valuable and interesting.

*Woodrow Wilson as I Knew Him*, by Joseph P. Tumulty, private secretary to the President. An account from intimate personal knowledge. Sympathetic and appreciative.

*Woodrow Wilson, the Man, His Work, and His Times*, by William Allen White. An extraordinary tribute to Wilson by one who began by disliking the man and opposing him politically.

# Questions, Notes, and Suggestions

*Wilson's Great Speeches and Other History Making Documents*, published by Stanton and Van Vliet, Chicago.

*Wilson's Speeches on the League of Nations*, compiled by Foley, published by the Princeton Press, Princeton, New Jersey.

## 2

### QUESTIONS

1. What does Washington say is necessary for a strong and lasting Union?
2. Where did our Constitution come from?
3. Why has it a just claim on our confidence and support?
4. What does your supporting the Constitution mean?
5. What is the basis of our government or political system?
6. What does Washington say is the sacred duty of all?

### A PROGRAM FOR WASHINGTON'S BIRTHDAY

The speech of Washington and the one by Robert C. Winthrop made at the laying of the corner stone of the Washington Monument (page 161) may be used as a part of a program for Washington's birthday. A boy chosen because he can read well may come out before the curtain of the stage of the auditorium, and after telling of the occasion of the speech, read Winthrop's speech.

When he has finished, the curtains may be drawn to show in the center a boy dressed in the costume of

## Appendix

Washington, and posed like Washington in one of his portraits. On either side of him may be a group of the students, both boys and girls.

The student representing Washington will make Washington's speech. Then the others will in turn tell how they will respect the Constitution by obeying some law, either a law of the country or a law of the school.

### 3

#### A PROGRAM FOR LINCOLN'S BIRTHDAY

The Gettysburg Address should be the center and most important part of the program. The class should build up the atmosphere of interest in Lincoln and admiration for his character by the part of the program that comes before the speech.

This may be done by music, and short talks about Lincoln. Let each member of the class, or those who are to appear on the program, select one point about Lincoln's life or character, and bring it out in a talk of not more than two minutes.

The two-minute speakers should be seated before the curtain. When they have finished their speeches, the curtains should be drawn, showing a group of pupils who represent the principal persons who sat on the platform at Gettysburg. The pupil who represents Lincoln should give the Gettysburg Address.

### 4

#### QUESTIONS

1. What does Roosevelt say is at the foundation of having a good time?

## Questions, Notes, and Suggestions

2. What point does he make in telling the story of the boy on the football team?
3. What does he say about mixing work and play?
4. What two qualities must a manly boy have?
5. How ought any one to feel when somebody wrongs him?
6. Why should you practice strength and courage at home?
7. What kind of boy does Roosevelt think is the very worst?
8. What does he say of over-indulgent parents?
9. What is Roosevelt's final advice?

### 5

#### QUESTIONS

1. What does Carnegie say we are still told at times about war?
2. What was the first kind of courage, and how was it developed?
3. How much of man's time was then spent in war?
4. What does Carnegie say is the mother of true heroism?
5. What kind of courage has the advance of civilization developed?
6. What two examples does he give to show the better kind of courage on the part of nations?
7. What is taking the place of the sword? Give an example to show what this means.
8. What is taking the place of war? Give an example to show what this means.

## Appendix

9. What does Carnegie say of the heroism of a man who settles his own disputes by peaceful means instead of by a fight? Give an example to show what this means.

10. What does war decide?

11. What should our country do in case of a dispute with another country?

12. What does Carnegie say true heroism means?

### 6

#### QUESTIONS

1. What does Lane say is the bravest sight in all this world? What six examples does he give to show what he means?

2. How does he say we feel when one who started with a handicap triumphs?

3. Why does Lane call the graduates of the school for the deaf bold adventurers?

4. In what way is their progress like that of all civilization?

5. What does he show by the example of the aëroplane?

6. In what way are these deaf students like all the rest of mankind?

7. Describe the monument to Pasteur. What does each figure represent? What does this monument typify?

8. Why does he say ours is a day of gladness?

9. What idea of courage does Lane bring out in this speech?



# Questions, Notes, and Suggestions

## TALKS FOR YOU TO MAKE ON COURAGE

Since reading these speeches on courage, your ideas of courage are no doubt somewhat changed and enlarged. The talk you will make now will be different from the one you made before you read Roosevelt's and Carnegie's and Lane's speeches.

You will wish, no doubt, to put into your talk an explanation of the different kinds of courage.

Prepare a talk in which you will show what courage is. Do not forget to supply an example to show what you mean.

You may find good examples of courage in history. Or your favorite hero may be taken from some story. The best example, though, that you can get will be one that you yourself have seen.

No doubt you know that Andrew Carnegie has set aside a large sum of money to be used in giving medals to those who do heroic acts. You may know some one who has received one of these Carnegie medals. Find out the story of one of these deeds of courage and tell it to the class.

## 7

### QUESTIONS

1. What is meant by the "illusions of hope"? Give an example.
2. To what truths were some of the members of the Virginia convention closing their eyes and ears?
3. Give an instance of your being guided by the lamp of experience.

## Appendix

4. Recount from the history of the United States some of the events of the years from 1765 to 1775 which show that there was no hope of the colonies' getting just treatment from the British ministry and Parliament.

5. What argument did Patrick Henry use to show that there was no hope of peace?

6. What were those chains of which Patrick Henry spoke?

7. What does he say the colonists have already tried? With what result?

8. What choice does the speaker say lies before them?

9. What does he say will be the result of delay?

10. You will notice that Patrick Henry asks a good many questions which he does not answer. Who answers them? When is a question more forceful than a statement?

11. What makes up the strength of the colonies?

12. To what feelings does this speech appeal?

### A SPEECH FOR YOU TO MAKE

You cannot of course make a speech like that of Patrick Henry, in its stirring appeal to patriotism and its tremendous moving power, but you can make one which is like his in one respect.

The speech on *Liberty or Death* is one meant to persuade the hearers to act, and act immediately.

You can make a talk which is directed toward the end of inducing your audience to act at once.

Decide upon something which you think the members of your class, or at least some of them, ought to do.

## Questions, Notes, and Suggestions

One way to get people to act is to arouse their feelings.

Think what feeling will have to be aroused in order to get the members of the class to do what you wish to persuade them to do.

Prepare a talk of not over four minutes, with the purpose of getting the class to act on your idea or plan.

### 8

#### QUESTIONS

1. What does Franklin say is likely to be the result of the action taken by the smaller states?

2. What is Franklin's opinion of the ground taken by them?

3. On which side of the question had Franklin voted?

4. What conclusions does he say he will not draw from that fact?

5. What does he dread most?

6. Upon what does the success of the Convention depend?

7. What would be the result should the small states withdraw?

8. How does Franklin think the matter should be managed?

9. What does he propose?

10. How does he advise the members to spend the three days?

11. With what determination should they assemble again?

# Appendix

## AN ASSEMBLY PROGRAM

Franklin's speech and the scene out of which it grew would serve for a patriotic program, such as is given on Washington's Birthday, Armistice Day, or the Fourth of July.

The important persons taking part are :

Washington	Madison
Franklin	Hamilton
Dayton	

One member should make the motion to have the number of senators from each state in proportion to the population. The vote should be taken, and the result announced.

The student taking the part of Jonathan Dayton should prepare his speech, showing how the small states feel, and threatening to withdraw, unless the decision is changed.

At least one speech opposing Mr. Dayton's proposal should be made, and one supporting it.

The best speaker should be given the part of Franklin.

The motion made in the speech of Franklin should be voted on, and the meeting adjourned. The members should go out talking earnestly, each to one on the opposite side.

If the students who take part can provide costumes of the colonial period, the scene will look more real.

## OTHER USES FOR A SPEECH LIKE FRANKLIN'S

Think of some matter that may come up in a meeting of your class, or in some club to which you belong, about which the members are likely to disagree.

## Questions, Notes, and Suggestions

Make a list of reasons that may be brought up, some for and some against the proposal.

Prepare a speech which like Franklin's would tend to bring about an agreement.

### BENJAMIN FRANKLIN

Anybody can drive a car, or set up a radio. These are very simple and easy things to do. But to invent a motor car or a radio was not so easy.

The man who has the idea first, who first makes a thing that will work, who first shows people how they can use a force of nature — he is the one that makes progress possible, he is the one that makes it easy for the rest, he is the one to honor.

If a man makes a success in one line of work, he has done well. But if he makes an unusual success in four or five different lines, he is a remarkable man.

You are well acquainted already with Benjamin Franklin. But if you will look over this list of some of the inventions and discoveries which he made, the offices he held, and the good works he did, you will get a new respect for him, and a new interest in studying his life.

1. Discovered that the sea can be calmed by means of oil.
  2. Discovered that repeated breathing of the air makes it unfit to breathe. The discovery led to the ventilating of sleeping rooms.
  3. Proved white clothing to be cooler than black.
  4. Showed that lightning and electricity are the same.
- Invented a machine that produced a spark nine inches long.

## Appendix

5. Invented the Franklin stove.
6. Invented a rolling press to copy letters, and an artificial hand with which to reach down books from an upper shelf.
7. Secured better paving and street lighting for Philadelphia.
8. Reformed the city watch (police) system.
9. Founded an Academy, the first good school in Philadelphia.
10. Started fire protection for his city.
11. Helped found a hospital.
12. Founded a public library.
13. Encouraged silk culture in Pennsylvania, and brought in the yellow willow and rhubarb.
14. Improved the mail system.
15. Wrote for a newspaper at the age of sixteen.
16. Was the first type founder in the United States.
17. Wrote two books that are read and highly prized in every civilized country.
18. Formed a treaty with the Indians, that protected Pennsylvania.
19. Was made agent to England for Pennsylvania, Georgia, New Jersey, and Massachusetts.
20. Made treaties for America with England, France, and other European countries.
21. Served as Postmaster-General of the United Colonies.
22. Secured the repeal of the Stamp Act.
23. Secured the aid of France for the Colonies in the Revolution.
24. Was made Governor of Pennsylvania three times.
25. Was a leading member of the Continental Congress and the Constitutional Convention.
26. Signed the Declaration of Independence and the Constitution.

## Questions, Notes, and Suggestions

27. Founded the American Philosophical Society, the oldest and most famous of such societies in America.

28. Was given honorary degrees by Harvard, Yale, St. Andrew's, and Oxford.

29. Made enough money to retire from business at the age of forty-two.

30. Used his money for the public good.

### 9

#### QUESTIONS

1. What does Sir William Bragg say is the result of every motion we make?

2. What curious thing is true about quivers in the air?

3. What organ in man and in other animals is sensitive to the quivers in the air?

4. What is peculiarly wonderful about the powers of the ear?

5. Why are ears so finely trained? Give examples.

6. How long does it take sound traveling through the air to go a mile?

7. Compare its speed with the speed of light.

8. What curious fact about the rate of travel of different kinds of sounds does Sir William Bragg mention? Give examples.

9. What has Sir William Bragg observed when watching wood-cutters in Australia?

### 10

#### QUESTIONS

1. What view concerning the nature of things did Lucretius maintain?

## Appendix

2. What was the rival set of views held at the same time by others?

3. What does Sir William Bragg say makes the difference between these two views? Which view is nearer the truth?

4. What idea about atoms was explained by Sir John Dalton?

5. Why has his explanation made everything simpler?

6. Compare the atoms with the letters of the alphabet.

7. Compare nature with a builder.

8. How many kinds of atoms are there?

9. Why are the atoms full of wonder and mystery?

10. Point out one important difference between the builder and nature.

11. In what way do the atoms seem to cling together?

12. Why is it that all atoms do not cling together, forming one solid mass?

13. According to this view, what is the difference between solids and liquids and gases?

14. What is the real nature of heat?

15. What happens among the atoms when we warm our hands?

16. What is meant by absolute zero?

### THINGS FOR YOU TO EXPLAIN

You may be able to explain some of the points in the list below, or some other points not in the list. Select one or two that you know about already, and prepare



## Questions, Notes, and Suggestions

to make them plain to the class. Do not forget that examples help people to understand.

When you have done that, choose one that you do not understand, and see what you can find out about it. Then prepare to tell the class what you have found out.

1. What is light?
2. What is the sun made of?
3. What causes the wind to blow?
4. What causes tides in the ocean?
5. Why is the climate of England so much milder than than that of Labrador, which is no farther north?
6. Why is there no rain on the west coast of Mexico?
7. Why is ocean water salt?
8. What causes earthquakes?
9. Why is it that when your car stops suddenly, you are likely to strike your head against the windshield?
10. How can you tell a poisonous from a non-poisonous mushroom?
11. Why does the leaf of an aspen or a cottonwood tree quiver when other leaves hardly move in the breeze?
12. Why are most animals in the arctic regions white?

### 11

#### QUESTIONS

1. In what kind of man does the university delight?
2. Where was Dr. Jordan when the invitation to speak at the dinner in honor of Burbank reached him?
3. By what route did he come home?
4. What story did he hear on the way home?
5. What experiences of Burbank suggested this story?
6. Define a man of science.
7. What does Jordan say was Burbank's method of developing new plants?

## Appendix

8. What does Jordan mean by "the plasticity of nature"?

9. What comparison does he make between horticulture and football?

10. Compare the Bartlett pear with the pear of the time of Pliny.

11. Prepare a report on the life of Burbank.

12. Describe some of the fruits and vegetables Burbank produced.

### 12

#### QUESTIONS

1. What reasons does Hoover give for taking as his subject the problems of the Colorado River?

2. What does he say the Colorado River Basin is?

3. Why is the development of this basin of importance to Northern California?

4. Describe the Colorado Basin in one sentence.

5. How many acres of the Basin are being cultivated to-day?

6. How many more are there that await cultivation?

7. What is necessary before they can be made useful?

8. Why are engineering works for storage required?

9. Why are floods dangerous in the Imperial Valley, and why do they become more dangerous year after year?

10. What does Hoover say a single dam could do?

11. What does the development of the lower valley require at once?

12. What does Hoover recommend to the Commonwealth Club?

## Questions, Notes, and Suggestions

13. Find out more about Hoover's life, especially how he earned money to go to school, and what he did when the Boxer troubles caught him far in the interior of China.

14. Find the Colorado River and the Imperial Valley in an atlas, and draw a map of the valleys and the location of the dams which Hoover describes.

### TALKS YOU CAN MAKE BEFORE THE CLASS

There are many large areas of land which are cultivated by means of irrigation, in various parts of the world to-day. Choose one of these, find out all you can about it, and give the class the information obtained. Plan the selection of the topics so that the class will hear a variety of them.

You may also find out about parts of the earth that have been made into good farm land by draining swamps, or by shutting out the sea. Tell the class the results of your investigations.

### 13

The following letter was written by Daniel Webster in answer to an inquiry about who made the "speech of John Adams" which Mr. Webster used in his address.

Washington, 22 January, 1846

Dear Sir:

I have the honor to acknowledge the receipt of your letter of the 18th inst. Its contents hardly surprise me, as I have received very many similar communications.

Your inquiry is easily answered. The Congress of the

## Appendix

Revolution sat with closed doors. Its proceedings were made known to the public from time to time by printing its journal; but the debates were not published. So far as I know, there is not existing, in print or manuscript, the speech, or any part or fragment of the speech, delivered by Mr. Adams on the question of the Declaration of Independence. We only know from the testimony of his auditors that he spoke with remarkable ability and characteristic earnestness.

The day after the Declaration was made, Mr. Adams, in writing to a friend, declared the event one 'that ought to be commemorated, as the day of deliverance, by solemn acts of devotion to God Almighty. It ought to be solemnized with pomp and parade, with shows, games, sports, guns, bells, bonfires, and illuminations, from one end of this continent to the other, from this time forward forevermore.'

And on the day of his death, hearing the noise of bells and cannon, he asked the occasion. On being reminded that it was Independent Day, he replied, 'Independence forever!' These expressions were introduced into the speech supposed to have been made by him. For the rest I must be answerable. The speech was written by me in my house in Boston, the day before the delivery of the Discourse in Faneuil Hall. A poor substitute I am sure it would appear to be, if we could now see the speech actually made by Mr. Adams on that transcendently important occasion.

I am, respectfully,  
Your obedient servant,  
Daniel Webster

### QUESTIONS

1. What reasons for not declaring independence does Adams have to meet?

## Questions, Notes, and Suggestions

2. What does he say of the possibility of making peace with England?
3. What does he say of the danger in which the leaders stand, even if they do not declare independence?
4. What does he say Congress owes Washington?
5. What choice does he point out must be made at once?
6. What effect will a declaration of independence have upon the nations of Europe?
7. What does Adams see in the future?
8. In how many of his points has time proved Adams to be right?
9. What did Adams risk when he signed the Declaration of Independence?

### 14

#### QUESTIONS

1. What sight in America on the Fourth of July does Hayne say must be pleasing to God and man?
2. What are the high privileges of America?
3. What distinguishes a citizen of America from a subject of a king?
4. What is meant by saying that in the pursuit of happiness we have no restraints on our inclinations but the innocence of our ends? Give examples.
5. What is a legacy bequeathed in trust?
6. What are our most sacred duties?

#### TOPICS FOR FURTHER STUDY

Hayne said that the United States was the only free country in the world. This was in 1814.

## Appendix

What kind of government had France at that time?

What was the condition of Switzerland in 1814?

Was not England a free country then? Look up "rotten boroughs."

What kind of governments had the countries of South America?

### 15

#### QUESTIONS

1. Give an example of what is meant by political freedom; by social freedom; by religious freedom.

2. What does Page say is the remedy for the weaknesses of democracy?

3. Page says we have now begun a new era in the history of the world. What does he say marks the difference between the past and the future?

4. What is the crusade of which Page speaks?

5. Why have we committed ourselves to this crusade?

6. Where does this decision first lead us?

7. Where does it lead us second?

8. Third, where does it lead us?

9. What tribute does Page pay to England?

10. Besides strengthening our ideals, what further task do we take up?

11. How do all true Americans regard this task?

12. What appeal closes the speech?

#### A FOURTH OF JULY PROGRAM

The three great Fourth of July speeches you have just studied may be used together for a Fourth of July program.

## Questions, Notes, and Suggestions

They should be memorized and delivered by the best speakers in the class.

Along with these there should be one original Fourth of July speech prepared by one of the students.

These speakers may be chosen by means of a contest.

Each member of the class may select the speech which he would most like to give if he were one of those on the program. The class will then be divided into four groups — one group for each memorized speech, and one for the original speech.

The best in each group will then be selected by vote of the class.

One member of the class should be chosen to give, before each oration, a short talk explaining what the oration is and by whom it was first given. This is a very important part of the program. Choose a capable person for this place.

The orations are short. None takes over five minutes.

Include on the program music by the school orchestra and singing by the whole school.

Have plenty of flags and national colors in the decorations.

16-17

### QUESTIONS

1. Note the spirit of modesty in the speeches of Clay and of Lafayette. How is it conveyed?

2. How does Lafayette divide his honors with others?

3. What cause does Clay mention for the gratitude and love felt by the American people for Lafayette?

## Appendix

4. What does Lafayette say gives him the deepest pleasure?

5. What does he say is the highest praise he can bestow upon the people of the United States?

### TOPICS FOR FURTHER STUDY

1. Other interesting facts about the life of Clay.
2. The method of travel used in Clay's time.
3. Costumes worn in the age of Clay.
4. Other notable Americans of this period.
5. The dates of the American Revolution and of the French Revolution.
6. Lafayette's services for America.
7. The original thirteen states; the twenty-four of the time of Lafayette's visit.
8. The duties of the Speaker of the House.

### AN ASSEMBLY PROGRAM

Select the best readers in the class, to take the part of Clay and Lafayette and deliver their speeches.

Appoint others to take the parts of Mitchell, George Washington Lafayette, Le Vasseur, and members of the House.

Prepare the resolution to be presented to the House, through which Lafayette is to be invited to visit the House, and have it read and passed before the appearance of the guest.

Have a member, after Lafayette's departure, introduce the resolution awarding Lafayette \$200,000 and 24,000 acres of land.



## Questions, Notes, and Suggestions

Let the student taking the part of Mitchell prepare a short speech presenting Lafayette to the House.

You may be able to arrange to have small children from the lower grades take the part of the little girls who met the procession, one of whom may deliver the quaint speech given on page 82.

Plan the exact order of every part of the program.

If possible, have those taking part in presenting the scene appear in the costumes of the period.

### AN ASSEMBLY PROGRAM WITH ORIGINAL SPEECHES

Plan an assembly for your school in honor of the principal, or of some teacher who has had long and honorable service. Follow the example of Henry Clay in making the speeches short.

## 18

### QUESTIONS

1. Explain how Lafayette was connected with both continents and two generations.

2. What does Webster mean when he says that the electric spark of liberty was conducted through Lafayette from the New to the Old World?

3. What field does he say Lafayette now beholds?

4. What emotions, do you suppose, filled the bosoms of those who watched the Battle of Bunker Hill from the roofs of Boston?

5. What feelings do you think filled the hearts of the veterans of the Revolution as they listened to Webster's speech?

# Appendix

## TOPICS FOR FURTHER STUDY

1. The life of Daniel Webster.
2. The life of one of the heroes mentioned in Webster's speech.
3. The Bunker Hill Monument: description and pictures.

## VETERANS THAT YOU MAY HONOR

There may be living in your town veterans whom you can honor with a program. Invite them to be present. Prepare a short speech of welcome, and a longer one in their honor. It is not necessary to have war veterans. You may honor the early settlers of the community, or those who led to its improvement.

## 19-20

## QUESTIONS

1. What is the meaning of the toast to which Bartholdi spoke?
2. What does Bartholdi say forms the foundation of the Statue of Liberty?
3. What is a "Pantheon of Freedom"?
4. What does Depew say the spirit of liberty in its full power can do?
5. Has the United States ever made a gift to France?
6. What have we done to help the French in time of need?

## PRESENTATION AND ACCEPTANCE SPEECHES

While the speech of Bartholdi is not strictly a presentation speech, it has the spirit of one, and Depew's

## Questions, Notes, and Suggestions

may be taken as a good example of an acceptance speech for a very important occasion.

You may be called on to make such speeches. Your class or the students as a whole may make a gift to the school. Prepare a speech to be used when presenting such a gift, and another for accepting one in behalf of the school.

### 21-24

#### QUESTIONS

1. To whom does Root give credit for the Pan-American building?

2. With what three wishes does he close?

3. What is the purpose of the building?

4. Why is the laying of the corner stone of the Pan-American building a memorable occasion?

5. What is meant by a solidarity of interest and aspiration?

6. What need do the American republics admit?

7. What praise does Roosevelt give Andrew Carnegie?

8. What movement is symbolized in the Pan-American building?

9. What does Carnegie say of the importance of the work of the Pan-American Union?

10. What is the great ideal of the Pan-American Union?

11. Note the modesty of Carnegie's speech. What does Carnegie praise as being great?

12. Whom does the Monroe Doctrine shut out from America?

## Appendix

13. In what way did the British colonies have an advantage over the colonies of South America?

14. Contrast the Spanish colonies with the English colonies.

15. What two nations set an example for South America?

16. Why were the Spanish colonies unprepared for self-government?

17. What does Calderón say Pan-Americanism means?

18. What causes most of the trouble that arises among our countries?

19. What does Calderón say is one of the most important things the Pan-American Union can do?

### SUGGESTIONS FOR FURTHER STUDY

1. Name the twenty-one American republics.
2. What is the Monroe Doctrine?
3. What articles do we import from the other American republics?
4. What languages are spoken in the other nations of the Pan-American Union?
5. Describe the flags of these countries.

### HOW TO USE THE SPEECHES

The scene of the laying of the corner stone of the Pan-American building could easily be shown by the class. Ask your father or an older brother how a corner stone is laid.

The four speeches may be given by students selected from the class.

Twenty-one students may be chosen to represent the

## Questions, Notes, and Suggestions

twenty-one American republics. Let each carry the flag of one of the countries, and make a short, a very short, talk about that country. At the close of the talk, he may pass by the corner stone, and place in it something that represents an important product of the country about which he has spoken.

### 25-26

#### QUESTIONS

1. What has the white man done that King Philip thinks was not right?
2. Do you think the Indians ever had just cause to feel unkindly toward the white settler?
3. Do you think it would have been possible for the red man and the white man to live peaceably together?
4. Can you give examples of any white settlers who succeeded in living without wars with the Indians?
5. How did Sam Houston manage to live in friendship with them?

#### AN ANSWER TO KING PHILIP

Suppose yourself to be the leader of the white settlement on the edge of the colony. Imagine that you have met King Philip and he has spoken to you in the words of this speech. What would you like to say to him? Prepare a speech in answer to his. The one in the class who makes the best talk, together with one who will read the speech of King Philip, may dramatize the scene between the Indian and the white man. Each will probably need a second short reply.

# Appendix

## AN ASSEMBLY PROGRAM

Sam Houston's speech will lend itself well to an assembly program. You will wish to represent the council called at Bird's Fort on the Trinity, in the full moon in August. The Indian Chief, Pah-Hah-You-Co, will make the speech mentioned by Sam Houston as having reached him through the Delaware, Jim Shaw. Sam Houston will reply with his speech. Jim Shaw will have something to say, and the other Comanche warriors also who come to the Council with Pah-Hah-You-Co. The prisoners, both white and Indian, will be there to tell how they have been treated, and to be exchanged. Sam Houston and Pah-Hah-You-Co will exchange presents. The peace pipe will be passed around, but need not be smoked. The Indians will be wrapped in blankets. Very likely Sam Houston also will wear a blanket.

### 27

#### QUESTIONS

1. What is meant by a general diffusion of knowledge?
2. What is meant by public opinion? Give an example of an opinion that you hold that affects your conduct.
3. Give an example of the power of public opinion.
4. Why is public opinion important to our government?

### 28

#### QUESTIONS

1. What is the most sacred thing in the state?
2. Why does Page think all children should be given the same chance for an education?

## Questions, Notes, and Suggestions

3. What is the important thing a man must see if he is to have a democratic conception of education?

4. Give the important thought of this speech in a single sentence.

### 29

#### QUESTIONS

1. What does Dr. Hadley say counts for more in school life than all you learn from books?

2. When, does he say, does a position of honor become a position of peril to the soul?

3. What example does he give in the last paragraph? Explain the meaning of the example.

4. Put the main idea of this speech into a single sentence.

### 30-31

#### QUESTIONS

1. What distinction does Dr. Eliot make between a large, muscular body and a tough body?

2. What part of the body should be especially cared for?

3. What are the effects of work upon the body?

4. What is the effect of worry upon the body?

5. Besides a sound body, what else should you take away from school?

6. Give in a sentence the thought of the first of these speeches.

7. Give in a sentence the thought of the second.

### 32

#### QUESTIONS

1. What does Dr. Jordan say you must have to be successful?

## Appendix

2. What kind of people never overcrowd a profession?
3. Where is the crowd?
4. What does he mean by the elevator?
5. Express in one sentence the point of this speech.

### 33

#### QUESTIONS

1. What are contrary admonitions? Give an example.
2. What are conflicting emotions? Give an example.
3. What are some of the calming graces of the better life?
4. Give examples of what is meant by the gentler assets of civilization.
5. What does Dr. Payne say is the one beautiful and sacred word the College would leave with the graduates?
6. Why is it particularly necessary to cultivate friendship nowadays?
7. What do you think would be the result if all teachers would follow Dr. Payne's advice?
8. Express in a single sentence the main thought in this speech.

#### HOW YOU MAY MAKE SPEECHES ON EDUCATION

Make a list of these speakers on education, like the one below, and fill in after each one a short statement like the one following Washington, telling the main thought in what the speaker had to say about education.



## Questions, Notes, and Suggestions

Washington — Encourage good schools, for our government depends upon the wisdom of the people.

Page —

Hadley —

Eliot (1) —

Eliot (2) —

Jordan —

Payne —

Now from your list choose the one that seems to you the most important or the most interesting, and make a speech of your own to give before the class, enlarging and explaining what the statement means.

Notice that the speeches which explain by examples are the most interesting. It is more interesting to be shown than to be told. Examples show. Be sure to make your meaning clear by examples.

The best speeches given in the class may be selected by vote for an assembly program for National Education Week.

### A PROGRAM FOR NATIONAL EDUCATION WEEK

Another good program for Education Week could be made up of short talks by well-known people from your town, who can tell you why they are glad they went through high school, or what courses will be useful to you in business, or something about the college you are thinking of going to when you finish high school.

To choose the persons to invite to make the talks, each student may decide which person he would like to have come. You will then tell the class why you selected that person. The ones who make the best talks (say three) will then have the right to place the

## Appendix

names of the persons whom they have chosen on the program, to be invited by a committee.

### . 34-35

#### PRACTICE IN MAKING AFTER-DINNER SPEECHES

You may wish to work out a program which will include the speeches of Clemens and van Dyke, which though not at first made at the same dinner, can easily fit into the same program, together with the one made by Bartholdi.

Choose members of the class to take the parts of Clemens, van Dyke, Bartholdi, Mr. Borden, and the Rev. John Cotton Smith. The one who takes the part of the toastmaster should complete the first talk which opens the program, and prepare short talks to introduce the three speakers.

It will be good practice for you to try making after-dinner speeches whose purpose, like these of Clemens and van Dyke, is entertainment.

Select your subject and treat it in your own way. Do not try to be like any one else.

The class may make up a program of the most successful talks made by the members. Elect a toastmaster who will start the program with a short talk, introduce each speaker, and close the program.

### 36

#### QUESTIONS

1. With what comparison does Mr. Spillman begin his speech?
2. Why does he start with this picture?

## Questions, Notes, and Suggestions

3. What differences does he show between the business offices of Lincoln's time and the offices of to-day?
4. What does he mean when he says that to-day millions of men and women pay homage to Latham C. Sholes?
5. In what sense was the invention of the typewriter woman's declaration of independence?
6. What change has the typewriter made in the courses of study offered in high schools?
7. Explain what is meant by Mr. Spillman when he says: "You are the trustees of a big idea."
8. Explain how the lives of many people have been brightened by the typewriter.

### 37

#### QUESTIONS

1. What progress in aviation does Mr. Hays point out, since the Wright brothers first flew their frail craft?
2. Contrast the state of the airplane industry in 1918 with that in 1925.
3. What are some of the world records in aviation held by America?
4. What is meant by the operation of air mail on a tariff basis?
5. Trace on a map the air mail routes already established, and the ones which Mr. Hays says will be set up if Congress passes legislation granting the Postmaster General authority to establish air mail routes, and authorizing civil aviation.
6. Where does Mr. Hays say lies the foundation of American air power?

## Appendix

7. What is the mission of aircraft?
8. What is meant by enlisting the selfish interests of individuals?
9. Why is it important for all the people to know the facts about aviation?

### TALKS FOR YOU TO MAKE

1. Tell what business you would like to be in when you are grown, and why.
2. Select some invention which has made changes in the business world, and show what these changes are — in other words, show the larger significance of this invention.
3. Compare the growth of the motion picture business with that of the radio.
4. Find out all you can about our trade with some foreign countries, such as New Guinea, Persia, Argentina, or Japan, and tell what we sell them, and what the ships bring back in exchange.
5. Give an account of an incident that you have seen of courtesy in business. Make it vivid and interesting by telling it exactly as it occurred.
6. Compare air service with train service.
7. Give an account of some incident that you know to be true about the saving that was made by getting rid of waste — in money, in materials, or in time.

### 38

### QUESTIONS

1. What does Longfellow mean by his "first book"?
2. What was it in the *Sketch Book* that held him spell bound?

## Questions, Notes, and Suggestions

3. What was your "first book"?
4. What does Longfellow say of Irving's industry?

### 39

#### QUESTIONS

1. What does Depew mean by being frescoed and painted by the chairman?
2. What story does he tell to show that some people doubt that old age can be vigorous?
3. Why does Depew mention the turtle and the elephant?
4. Name a few of the achievements of Choate.
5. Tell the story of the time when Choate got the better of Depew.
6. What is Depew's birthday wish for his friend?
7. What do you think of this speech as evidence that a man may be still young at eighty?

### 40

#### QUESTIONS

1. Why is it a great privilege to be allowed to speak in honor of Florence Nightingale?
2. What does Choate think is the best way to honor Florence Nightingale?
3. What reward for her sacrifices and services did England wish to give Florence Nightingale?
4. What did she do with the gift?
5. What message did Mr. Choate wish to have sent to her?

## Appendix

### 41

#### QUESTIONS

1. What was very unusual about Lee?
2. Do you know any other person of which the same thing is true?
3. In what way are the people of the South like Lee?
4. What did each man returning from the army bear with him?
5. In what sense were the men of the Southern army still Lee's men after they ceased to be soldiers?
6. With what prayer does the speech close?

### 42

#### QUESTIONS

1. What was the people's debt to Washington?
2. Why was the day appropriate for the laying of the corner stone of the Washington Monument?
3. Why was the place suitable?
4. What notable persons were present?
5. In what way can just honor be done to Washington?
6. What does Winthrop say is the true monument to Washington?

### 43

#### QUESTIONS

1. Where are the groves of which Bryant spoke?
2. What kind of trees are in these groves?
3. Why did Bryant speak of these great trees?
4. What is a dramatist?

## Questions, Notes, and Suggestions

5. How many of the creatures of Shakespeare's imagination mentioned by Bryant do you know?

6. How many others can you name, not mentioned by Bryant?

7. Which of Shakespeare's plays have you read or seen acted?

### FOR PRACTICE IN CLASS

1. Select one of the following persons and prepare a speech in his honor :

*a.* A student who has done something worth while.

*b.* Some person living in your neighborhood who has a fine strong character.

2. Choose a person prominent in the history of the United States, one whom you admire, and prepare a short talk for the purpose of showing the class the value of his public service.

3. Prepare a talk honoring an inventor, or a writer, or other noted person.

### 44-45

### QUESTIONS

1. What reason did Wilson give for celebrating Flag Day?

2. Where does the flag get its character?

3. About what does it speak to us?

4. What does Wilson mean when he says we are accountable at the bar of history for the way we use the flag?

5. What did the military government of Germany do that forced us into war?

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6. Explain how we were fighting for the German people.

7. What fact does Wilson say stands out above all the rest?

8. What choice lay before America?

9. What does Wilson mean when he speaks of the great faith to which we were born?

10. Who does Lane say are makers of the flag?

11. What does he say is the making of the flag?

### ADDITIONAL TOPICS FOR DISCUSSION

1. In what way are the flags of all nations alike?

2. In what besides its color and pattern is the American flag different from all the rest?

3. How are the boys and girls of the nation helping to make the flag?

4. Give your reasons for being glad you live under the Stars and Stripes.

### A PROGRAM FOR FLAG DAY

The speeches of Wilson and Lane may be used as a center around which to build a program for Flag Day. Members of the class may be selected to give these speeches, and another to make a talk of his own. Your answer to number 4 under "Topics for Discussion" would make good material for a speech, or you might tell how the students of your school are helping to make the flag.

Seven members of the class may be chosen, each to make a very short talk, telling one thing done in America or by an American that has added new luster to the flag. Two of these things may be things done in war,



## Questions, Notes, and Suggestions

the rest things done in peace. Make these talks very short — hardly more than the mention of the things selected.

Include the Salute to the Flag, and the singing of the *Star Spangled Banner*.

### 46

#### QUESTIONS

1. Explain the opening sentence.
2. What were the tragical events of the last thirty months?
3. What does Wilson say has been their effect upon America?
4. Explain what he means by "citizens of the world."
5. What is meant by the "political stability of free people"?
6. What is the essential, or necessary, principle of peace?
7. What makes peace insecure or unjust?
8. Explain what is meant by an armed balance of power.
9. Where do governments get their just powers?
10. What two things does Wilson say about the seas?
11. How large should national armaments be?
12. What does Wilson say about the duty of nations toward their citizens who try to stir up revolutions in other countries?
13. Why does not Wilson need to urge these principles upon Congress?
14. What is Wilson's prayer?
15. What does he say he will count upon?

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16. State in your own words the seven principles given in this address.

47

### QUESTIONS

1. What is an extraordinary session of Congress?
2. Why had Wilson called one?
3. What was the announcement of the Imperial German Government which Wilson had made known to Congress in February?
4. What promise had the German government given the United States, and how had it been kept?
5. What has been the result of the new policy of the German government?
6. What does Wilson say the German submarine warfare is?
7. What must be our motive when we make our decision?
8. What did Wilson think, in February, would be the best course for the United States? Why does he no longer think so?
9. What is the one choice which the United States cannot make?
10. What does Wilson advise Congress to do?
11. State the five things the United States will have to do if Congress takes Wilson's advice.
12. In doing these five things, what should we not forget?
13. What is the purpose of the United States in entering the war?
14. How can Wilson advise Congress to declare that the German government has been making war upon the

## Questions, Notes, and Suggestions

United States, and at the same time say that we have no quarrel with the German people?

15. For what purpose does he say free peoples must unite? Why cannot all nations unite for the same purpose?

16. Why is the news of the revolution in Russia good news?

17. What has the Prussian autocracy done that has convinced us that it could never be our friend?

18. What is meant by Wilson's statement that the world must be made safe for democracy?

19. What does Wilson say about reward for what we shall do in the war?

20. What nations were on the side of Germany?

21. Why has the United States borne so long with the acts of the German government?

22. What two reasons does Wilson give that make him advise that we enter the war?

23. What kind of feeling is shown in this speech?

24. What is the spirit of the speech?

### PLAN OF THE SPEECH

I. Wilson has called an extra session of Congress.

It was neither right nor according to the Constitution for the President alone to make a decision.

II. The Imperial German Government has announced a new submarine policy.

1. For a year past the submarines have not been used as much as before, though still many vessels have been attacked by them.

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2. Now they are to attack vessels of every kind without warning, hospital and relief ships included.
- III. This kind of submarine warfare is a warfare against all mankind.
1. It means immense loss of property.
  2. It means the destruction of the lives of many innocent men, women, and children.
- IV. All nations are concerned, but we are to choose only for ourselves.
- V. We thought that by being an armed neutral we could protect our rights.
1. This we find to be impossible.
  2. The German submarine warfare is drawing us into this war.
- VI. Wilson advises that Congress declare that Germany has been making war upon the United States.
- The country should prepare to defend itself and to defeat the German government.
- VII. This decision will mean that we must do five things:
1. We must work together with the Allies.
  2. We must use everything the country has that will help.
  3. We must at once make ready the navy.
  4. We must enlarge the army.
  5. We must provide a supply of money for the government, as far as possible by taxation rather than by borrowing.

## Questions, Notes, and Suggestions

VIII. We should not let these steps interfere with helping the Allies by supplying them materials.

IX. Let us make clear to all the world what our purpose is.

1. We wish to defend the principles of peace and justice against selfish and autocratic power.
2. We wish to get all free nations to work together to see that these principles are honored.

X. Our quarrel is not with the German people.

The war was brought on by their selfish rulers.

XI. Only free nations can work together for peace and justice.

Russia, by overthrowing her despots, is preparing herself to take a place among the free peoples of the world.

XII. We are convinced that the German government can never be our friend.

1. It has filled our country with spies.
2. It has sought to injure our industries.
3. It has tried to make Mexico turn against us.

XIII. We are to fight as the champions of the rights of mankind.

1. We desire no conquests or rewards.
2. The world must be made safe for democracy.

XIV. We will not now discuss the matter of war with the allies of Germany.

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XV. We still feel friendly toward the German people.

We will prove our friendliness toward the German people by the way we treat our own citizens who are of German descent.

XVI. It is a fearful thing to lead this great peaceful nation into war.

1. We decide upon war because right is more precious than peace.
2. We shall fight for the right of the people to have a voice in their government.
3. We shall fight to help all nations to join in making the world free.

XVII. America can do nothing else but fight for the principles for which the nation has always stood.

### OTHER IMPORTANT POINTS TO THINK ABOUT

1. What were the two things the United States sought to do by taking part in the World War?
2. Did we succeed in doing them both?
3. Find out the cost of the war in money.
4. How many people died as a result of the war?
5. What good did the war bring about?
6. If a person does not agree with his neighbor, how should he settle the matter?
7. Why is it not necessary for you to go armed?
8. Mention three things that you think would help to prevent wars.

# Questions, Notes, and Suggestions

## TALKS THAT YOU MAY MAKE

Make the necessary preparation for a speech on each of the following subjects:

1. The cost of the World War.
2. The good results, or the gains made by means of the war.
3. Better ways of gaining the same results.

## QUESTIONS ON THE SPEECHES AS A WHOLE

1. Which group of speeches do you like best? Why?

2. Which single speech do you like best? Why?

3. Which one would you choose to hear? Why?

4. Point out in some of the speeches what you think are especially good beginnings — those that catch your interest and make you wish to read further.

5. Which of the speeches have the element of humor in a marked degree?

6. Which speeches are notable for clearness? Select several that make a difficult subject plain.

7. Which speeches are notable for beauty of language?

8. Point out several effective examples or illustrations used in the speeches.

9. Which speeches make a strong appeal to feeling? What feelings do they arouse?

10. How did these great speakers learn to interest and lead their audiences?

11. Make a list of the most important requirements of a great speech.

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12. What valuable ideas have you gained from these speeches?

13. Why is the ability to speak valuable?

14. What in general is the function or use of speeches?

15. What are some of the powers that a good speaker possesses?

16. What differences do you find when you compare the speeches of long ago with those of recent date?

17. What are some of the things that may be accomplished by speeches?

18. Name some of the achievements that can be credited to the speeches in this book.



## SPEECHMAKING AS A SOURCE OF POWER

Probably no other human accomplishment gives the one who has it so much power, or does so much good in the world, as the ability to make a good speech.

*Speeches and Public Opinion.* — Public opinion, or the belief of the majority of the people, is at the foundation of most of the important elements in our national life as well as in our personal lives. We spend large sums of money on schools and churches because the people believe that they are important and valuable. We have no lotteries and bull fights in America because we think they are degrading. Public opinion decides.

During the World War, the leaders in America knew that in order to win the war, it would be necessary to stop all waste of food, to send certain kinds of food to the Allies, and to keep other kinds for our own soldiers. Wilson appointed Herbert Hoover as Food Dictator. That means he gave Hoover power to control the distribution of all food in America. Now Hoover knew that public opinion was a strong force. So he called in public opinion to help. He made no law about food. He called for a great number of four-minute speakers, who (in addition to the news-

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papers and thousands of posters) told the people all over the United States what the need was, and asked them to help. They made their talks in every town and village in the country, asking the people not to eat wheat and sugar, and not to waste any food. And all over the country the people, understanding, lent their aid by eating the foods that were not needed, and doing without the kinds that were. This great movement was made a success mainly through speeches. In other words, public opinion did in America what laws and punishment had not done nearly so well in Europe.

Whenever there is an improvement wanted in your section of the city or the county, some of the leading men and women call a mass meeting. They make speeches showing why the thing is necessary or desirable. They get the people interested, and then convinced; and after a while the improvement is secured — and there is a new highway, or a hospital, or more money for better schools. In almost every case where changes have been made and better conditions created, speakers have worked to get things done.

*Some Definite Things Done through Speeches.* — One of the debts that we in America owe in part to speech-making is the freedom which we enjoy. The great speeches of John Adams and Patrick Henry, and thousands of others made at about the same time, stirred our forefathers to strike for liberty.

Our Constitution owes its existence partly to the fact that at a moment in the Constitutional Convention when the members could not agree, and were on the point of breaking up the convention and going home, Ben-

## Speechmaking as a Source of Power

jamin Franklin made a speech so gentle, so wise and conciliatory, that they were persuaded to stay and try again.

No boy or girl can study the speeches on Courage, or the ones explaining the characters of great people like Roosevelt and Lee without admiring these good qualities and striving to gain them.

Speeches by scientists spread knowledge, as the ones by Sir William Bragg and Jordan and Hoover; while humorous speeches like those of Clemens and van Dyke make us laugh and so improve our dispositions.

Through speeches the friendship between the United States and France has been preserved and strengthened. The kindly feeling among the republics of North and South America has been promoted by speeches.

The great principles of American liberty were made clear by such speeches as those by Washington and Lincoln, while Wilson gave to the world a new conception of the relations between nation and nation, and spread the ideals of America throughout the world.

The influence of great speeches is beyond calculation.

*Simplicity.* — In studying the speeches in this book you have no doubt been impressed with the high value of saying a thing simply. Short sentences, simple words, a direct way of expressing the thought — these are qualities that make a speaker welcome, and cause his speeches to be read or heard with pleasure. The greatest are often the simplest; for example, the speeches of Page, Bragg, Lincoln, and Wilson. Great thoughts and noble feeling are best clothed in simple language.

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*The Use of Examples.* — A great help in making a thing clear and causing it to stay in the minds of those who hear it is saying it in such a way that it brings a picture to the imagination. The account in Jordan's speech of the ignorant people in Labrador who thought that the scientists with their telescopes were wizards, the comparison of the Colorado River Valley to a fan, made by Hoover in his speech, and Lane's Talking Flag, all draw pictures. Examples are a valuable element in speeches.

*The Beginning or Introduction.* — The beginning or introduction of a speech must be such as to gain the attention and interest of an audience. By the time the speaker has finished his introduction, that is, after the first minute or two of his speech, his hearers must know what his speech is about.

Look at the introductory paragraphs of the speeches in this book. See with what skill Bryant, in his speech at the unveiling of the statue of Shakespeare, is able, in a few words, to direct the minds of his hearers to the greatness of the poet they have come to honor, and stimulate their curiosity to hear what he is to say next. Mr. Williams in his speech in honor of Lee points out in the first sentence the strange and unusual fact in regard to Lee's fame which he makes the center of his study of Lee's character. Wilson, in the introductory paragraphs of his speech to the newly naturalized citizens, puts before his hearers in striking form the distinctive feature of America which he wishes to impress upon his audience.

A good introduction makes a favorable impression

## Speechmaking as a Source of Power

upon the hearer, and creates a desire to hear the rest of the speech.

*The Value of a Large Vocabulary.* — To be a great speaker one must have at his command a large number of words. Do not think that because the greatest are the simplest that their vocabulary or word supply is small. Knowledge of many words enables the speaker to say what he wishes to say, not vaguely, or stumblingly, but readily and exactly. It lends beauty and variety. It is a source of power.

*Understanding of Human Nature.* — Everything that you know about human nature will be a help to you when you try to talk to an audience. Therefore study people. A friendly spirit that makes acquaintances helps to build the foundation for good speaking. Many of the great speakers whose speeches are in this book made it a point in youth to join a club for the express purpose of learning how to speak. A good part of the training they got in the club was in learning how to get along with the other boys. Henry Clay belonged to such a club, and so did Wilson. Nowadays you get the same kind of training in your class at school. Lincoln and Patrick Henry, however, got their keen knowledge of human nature through talking with people who congregated at the store. Every experience you have with other people, if you will study it, will teach you something about human nature, and so help you to reach people when you talk.

*The Value of Practice.* — When you hear a good speaker, it seems an easy thing to do to entertain an audience and hold it spellbound. A skillful perfor-

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mance in any line always looks easy. But remember that skill is aquired through long-continued and earnest effort. No one ever played a musical instrument such as the piano or the violin, and played it well, without careful and patient practice. No one can write a good story without thorough preparation. One cannot even learn to dance or skate well without much practice.

No more can one make a great speech without the same kind of long-continued effort. Mr. Spillman made a thousand addresses before audiences in all parts of this country before he arrived at the point where he had the ability to make such a speech as the one on the typewriter. Wilson started when he was a boy to prepare for a life of service that required speaking ability, and trained himself for many years by diligent, steady practice.

Begin now. Make a speech whenever you get a chance. Prepare for each occasion as well as possible. Gradually you will acquire the power to interest and convince your hearers. As you gain in power, your opportunities will widen.

*Styles of Speaking.* — If you will compare some of the speeches made long ago with those made recently, you will see a difference in the style of speaking, that is, in the way the speakers use the language. The speeches of long ago are formal; those of to-day are conversational. The earlier ones are more difficult to understand, more complex and ornate; the later ones are simpler.

Style in language is not unlike that in dress. In Henry Clay's time men wore stiff neckties made of many

## Speechmaking as a Source of Power

folds of satin wound around the neck to the top of a high collar, the whole appropriately called a choker ; now they wear a collar of moderate height and a simple tie. Speeches now are less stiff and stilted. The sentences are shorter, there are more illustrations or examples, the speeches themselves are not so long. Speakers used often to talk for two hours. Now they usually speak not longer than half an hour.

*Levels of Style.* — Another thing to be noticed in the changes in styles of speaking is that while formerly there was but one style, now there are many styles, on various levels to suit different subjects and audiences. A business speech on the best way to run a motion picture theater may be a great speech. But it would not be great in the same way as a speech on the character and services of Washington. In short, we see now that there is not merely good English ; there are many kinds of good English, and a speaker must have his taste and judgment cultivated to the point where he can select his language for the special purpose of a given speech, to fit the subject and the audience.

*Summary.* — The ability to speak well will give you untold power for service in any business or profession, in any work for your city or your country. Practice is necessary if you would succeed. Some of the important things to strive for in speaking are : to be simple, direct, and clear, to use many examples, to know many words and to be in the habit of using them, to study people and get acquainted with human nature. Read and study the best speeches, go to hear the best speakers, and practice making speeches.

## WORD LIST

<b>abhor</b> , detest	<b>analogy</b> , comparison, likeness
<b>aborigines</b> , first inhabitants	<b>anguish</b> , extreme pain, of either body or mind
<b>abortive</b> , unsuccessful, useless	<b>appalls</b> , shocks with sudden terror
<b>academic</b> , literary; applied to studies not relating to business	<b>approbation</b> , approval
<b>accumulation</b> , gathering	<b>appropriately</b> , suitably
<b>acme</b> , highest point	<b>arbitrary</b> , not governed by law, depending upon whim
<b>acquiescence</b> , agreement, acceptance	<b>arbitration</b> , a method of settling disputes in which the parties concerned agree to turn the matter over to persons chosen to study the case and make a decision
<b>adequately</b> , in a fitting manner	<b>ardent</b> , eager, warm, fervent
<b>admonitions</b> , friendly warnings	<b>arduous</b> , difficult, requiring great effort
<b>adversary</b> , enemy, foe	<b>armaments</b> , armies and navies
<b>adverse</b> , unfavorable, hostile	<b>astounded</b> , greatly astonished
<b>advocate</b> , a lawyer	<b>atone</b> , make up for
<b>aggregate</b> , total amount, sum	<b>attest</b> , affirm, certify to be true
<b>alien</b> , foreign	<b>attributes</b> , qualities, traits
<b>allegiance</b> , loyalty	<b>august</b> , majestic, inspiring reverence
<b>alluring</b> , tempting, attractive	<b>auspices</b> , protection, care
<b>altruism</b> , devotion to the interests of others, unselfishness	
<b>amanuensis</b> , a person who writes what another dictates, or copies what another has written	



# Word List

<b>authentic</b> , true, trustworthy, reliable	represent their governments in foreign countries
<b>avarice</b> , greediness	<b>circumscribed</b> , limited.
<b>avowed</b> , declared	<b>coercing</b> , forcing
<b>barouche</b> , a four-wheeled carriage, with a seat in front for the driver, two double seats inside facing one forward and the other back, and a folding top over the back seat	<b>colleagues</b> , co-workers (not used of partners in business)
<b>bas-relief</b> , sculpture in low relief, but higher than that of a coin	<b>colossal</b> , very large, huge
<b>bauble</b> , a cheap, showy plaything, a trifling piece of finery	<b>commitment</b> , promise to do something
<b>beacons</b> , signal lights	<b>community</b> , nation
<b>beneficent</b> , kindly, doing good	<b>compensate</b> , make up for
<b>benighted</b> , in the dark, ignorant	<b>compliance</b> (with), obedience to
<b>bequeathed</b> , left by will	<b>comports</b> , agrees
<b>bisect</b> , cut into two equal pieces	<b>comprehension</b> , understanding
<b>bounteously</b> , plentifully	<b>conflagration</b> , a large and destructive fire
<b>bulwark</b> , defense, that which protects from an enemy	<b>conquistadores</b> , conquerors
<b>candor</b> , frankness	<b>consistency</b> , firmness, faithfulness
<b>caparisoned</b> , covered with ornamental harness or trappings	<b>conspirator</b> , plotter
<b>caste</b> , class (not of school, but of society)	<b>constellation</b> , group of stars
<b>chancelleries</b> , persons who	<b>contemplate</b> , think about
	<b>contemptuously</b> , scornfully
	<b>controversy</b> , disagreement, dispute
	<b>copious</b> , plentiful
	<b>crisis</b> , a time of danger and difficulty
	<b>crusade</b> , an enterprise undertaken with great enthusiasm
	<b>curricula</b> , courses of study
	<b>cynically</b> , sneeringly

## Appendix

<b>decree</b> , an order from one having power, dictating what is to be done	<b>enamored</b> , charmed, entranced
<b>defunct</b> , dead, bankrupt	<b>engrossed</b> , completely absorbed
<b>degenerate</b> , base, unworthy	<b>enterprise</b> , undertaking, piece of work
<b>deliberations</b> , discussions	<b>enumerate</b> , count
<b>delusion</b> , false belief, a misleading of the mind	<b>environment</b> , surroundings
<b>demagogy</b> , the rule of insincere politicians	<b>epigram</b> , a short, witty saying
<b>designate</b> , select, name	<b>eradicated</b> , weeded out
<b>designing</b> , contriving, laying plans	<b>essential</b> , necessary, highly important
<b>diffusion</b> , spread	<b>ethical</b> , moral action, character
<b>diplomat</b> , a person sent from one nation to another to help manage affairs that concern both nations	<b>etymology</b> , origin, history
<b>diplomatic</b> , shrewd, skillful	<b>eulogy</b> , speech of praise
<b>discarded</b> , thrown aside	<b>evolution</b> , gradual development; a gradual and continuous change from simple to complex forms, and from lower to higher
<b>dispassionate</b> , calm, not carried away by feeling	<b>exempt</b> , free, shielded
<b>dominate</b> , rule, be master	<b>expediency</b> , policy, practical fitness
<b>dramatist</b> , one who writes plays	<b>expenditures</b> , amounts spent
<b>dynamitic</b> , like dynamite	<b>expiated</b> , paid for (used of crimes)
<b>economic</b> , relating to profit	<b>explicit</b> , distinctly stated
<b>edifice</b> , building	<b>extolled</b> , highly praised
<b>efficacy</b> , effectiveness	<b>fanatic</b> , over enthusiastic, going to extremes
<b>ego</b> , selfishness	<b>fee simple</b> , without conditions, absolutely
<b>election</b> , choice	<b>felled</b> , cut down
<b>emerge</b> , come out	<b>fickle</b> , changeable, not constant
<b>eminently</b> , in a high degree, notably	
<b>emulation</b> , rivalry, endeavor to excel	

# Word List

<b>filial</b> , becoming a daughter or son	<b>hybrid</b> , resulting from the union of two different kinds of plants
<b>fleeting</b> , passing quickly	<b>hybridization</b> , process of crossing two species of plants
<b>foible</b> , little fault or weakness	<b>hypothesis</b> , supposition, a statement that is taken to be true
<b>foiled</b> , defeated	
<b>forfeited</b> , lost	
<b>formidable</b> , powerful and dangerous	
<b>frescoed</b> , plastered and painted	
<b>fruition</b> , result, accomplishment	<b>ideal</b> , standard of perfection
<b>futile</b> , useless	<b>ignominiously</b> , shamefully, without honor
<b>garish</b> , showy, gaudy	<b>illiterate</b> , unable to read, uneducated
<b>gigantic</b> , very large	<b>illusions</b> , unreal or misleading ideas or images in the mind
<b>gratifying</b> , pleasing, giving satisfaction	<b>illustrious</b> , celebrated, famous
<b>handicap</b> , disadvantage	<b>immunities</b> , exceptions, exemptions
<b>hanker</b> , longing	<b>immutable</b> , unchangeable
<b>harassing</b> , troublesome, distressing	<b>impaired</b> , damaged, injured
<b>hazards</b> , dangers, risks	<b>impetuous</b> , rushing headlong
<b>herculean</b> , tremendous, very difficult	<b>impunity</b> , freedom from punishment
<b>heredity</b> , what a person gets, of body or mind, from his ancestors	<b>imputed</b> , charged, ascribed
<b>hideous</b> , horrible, frightful	<b>incense</b> , a substance which sends out perfume when burned (prayers are compared to incense)
<b>hilarity</b> , glee, gayety	<b>inception</b> , beginning
<b>hinterland</b> , land lying behind the coast district	<b>incite</b> , stir up
<b>hostile</b> , unfriendly	<b>incredible</b> , unbelievable
<b>hovel</b> , a small, poor house, a hut	<b>indissoluble</b> , stable, not capable of being separated
<b>humane</b> , kind	

# Appendix

<b>indomitable</b> , undefeated	<b>luridly</b> , like fire seen through smoke
<b>inestimable</b> , beyond price, very valuable	<b>lurk</b> , lie hidden
<b>inevitably</b> , surely	<b>luster</b> , brightness, honor
<b>infinitely</b> , more than can be measured	<b>magnanimous</b> , great of mind, lofty of spirit
<b>infringing</b> , trespassing	<b>maltreat</b> , mistreat
<b>initiative</b> , self-reliant enter- prise, leadership	<b>maxim</b> , a well-known truth or old saying
<b>innovation</b> , introduction of something new	<b>meager</b> , small, poor
<b>innumerable</b> , too many to count	<b>mechanism</b> , machine
<b>insidious</b> , sly, crafty, de- ceitful	<b>melancholy</b> , sad
<b>insignificant</b> , unimportant	<b>metaphor</b> , a presentation of thought so as to form a picture in the imagination
<b>interposition</b> , interference, help	<b>metropolis</b> , a large city
<b>interpret</b> , explain	<b>metropolitan</b> , belonging to a large city
<b>interspersed</b> , scattered	<b>minute</b> , very small
<b>intervened</b> , came between	<b>misnomer</b> , a misleading name
<b>intrigue</b> , plot, scheme	<b>mogul</b> , a powerful locomotive
<b>inviolate</b> , uninjured, safe	<b>momentous</b> , very impor- tant
<b>irresolution</b> , inability to make up one's mind	<b>mot</b> , a witty saying
<b>isolation</b> , separation from others	<b>mull</b> , think, muse
<b>issue</b> , result	<b>multifariously</b> , in many ways
<b>jot or tittle</b> , smallest part, least particle	<b>municipal</b> , belonging to a city
<b>juxtaposition</b> , near neighbor- hood (used of the placing of objects)	<b>myriads</b> , great numbers
<b>legacy</b> , inheritance, some- thing left by will	<b>niches</b> , corners, especially places in a building in- tended for statues
	<b>nucleus</b> , beginning, start
	<b>obliteration</b> , destruction, blotting out

# Word List

obstacle, difficulty, hindrance	proscribed, outlawed
obstinately, stubbornly	prospectus, descriptive circular
obviate, make unnecessary	prowess, bravery
obvious, easily seen	
omnipotent, all powerful	quadrangle, part of college grounds with buildings on four sides
ordain, declare, establish	quest, desire
palladium, a safeguard	rancor, spite, enmity, hatred
paraphernalia, articles of equipment	recedes, withdraws, goes farther away
parchment, deed (to a piece of land)	reconciliation, restoring of friendly relations
patent, clear, plain	re-evaluate, reconsider the value of
peon, a farm laborer in Mexico	relinquishing, giving up
perpetuate, cause to continue	remonstrated, protested
perversity, willfulness	renaissance, beginning of new life
phantom, ghost, delusion	renown, fame
plebiscite, vote of the people	repugnant, unwelcome, unpleasant
ponderous, very heavy	resentment, indignant displeasure
posterity, the coming generations	revery, day dream, musing
postpone, put off	rubble, rough broken stones
potency, power	rue, regret, feel sorry about
potential, possible	ruthless, without pity
preceptors, teachers	
predestinate, make sure	sally, go
preëminently, surpassingly, in a superior manner	sanguinary, concerning bloodshed, battles, and fighting
prejudice, opinion based on ignorance	sarcenet, a fine thin silk fabric
primitive, early, undeveloped	
principality, little kingdom	
prodigious, huge, very great	
proffering, giving, offering	
progeny, young, offspring	

## Appendix

<b>schism</b> , division	<b>suppliant</b> , one who begs or entreats
<b>sedition</b> , stirring up discontent with the government	<b>supplication</b> , prayer, entreaty
<b>seemly</b> , proper, becoming	<b>susceptibilities</b> , feelings
<b>shirks</b> , neglects	
<b>sickle</b> , blade for cutting grain	<b>temporal</b> , on this earth
<b>signally</b> , notably	<b>temporarily</b> , for a short time
<b>significant</b> , having importance and meaning	<b>thwarted</b> , made to fail, defeated
<b>sinister</b> , bringing harm	<b>traditions</b> , prevailing customs or beliefs handed down from generation to generation
<b>sirens</b> , beautiful maidens, who, the people of ancient times believed, sat on rocks in the sea and by their singing lured sailors to destruction. In Patrick Henry's speech, hope is compared to one of these maidens because she makes people forget the true conditions.	<b>tribunals</b> , groups of persons having power to hear and settle disputes
<b>site</b> , place	<b>ultimately</b> , finally
<b>skeptic</b> , one who doubts, and examines closely before he believes	<b>unabated</b> , not lessened
<b>solace</b> , comfort	<b>unexampled</b> , unequaled
<b>solemnity</b> , an impressive celebration	<b>unique</b> , unlike any other
<b>squalor</b> , miserable and filthy conditions	<b>unmanacled</b> , freed
<b>stimulated</b> , aroused to action	<b>unshackled</b> , loosed from bonds
<b>subjugation</b> , state of being conquered	<b>urgency</b> , pressing need
<b>sumptuous</b> , costly, luxurious	<b>utilitarian</b> , aiming at use rather than beauty
<b>superseding</b> , taking the place of	
<b>supinely</b> , as if asleep	<b>vagary</b> , wandering thought, whim
	<b>valor</b> , courage
	<b>venerable</b> , greatly respected
	<b>verdure</b> , greenness
	<b>veritable</b> , true
	<b>vicissitudes</b> , changes of fortune
	<b>vigilant</b> , watchful

## Word List

<b>vindicated</b> , justified, shown to be right	<b>votaries</b> , those devoted to some service
<b>vocational</b> , pertaining to business, or occupation by which one earns a living	<b>warrants</b> , justifies
<b>voluntarily</b> , of one's own free will	<b>zephyr</b> , breeze



















